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ABSTRACT

A study was conducted at eight two-year colleges in Western and Central New York to investigate methods by which the State University College at Buffalo might be of assistance to the two-year colleges, by designing inservice courses, or if needed, preservice programs for faculty members of those institutions. Six hundred fifty-six faculty members, representing a response rate of 51 percent, and ninety-three administrators responded to instruments which surveyed biographical data, faculty's perception of their own educational needs, processes utilized by administrators when hiring faculty, and administrators' perceptions of their faculties' educational needs. The study presents the data collected and compares administrator perceptions of faculty to faculty responses. General results include the finding that two-year college faculty desire to further their own professional education, but that future courses should be relevant to contemporary needs and that course offerings should be more available and accessible than they presently are. The survey instruments, a Faculty Questionnaire and an Administrator Questionnaire, are appended, as well as responses to open-ended questions requiring narrative response. An index of subject fields in which course offerings were desired is also included. (Author/BB)

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A SURVEY OF EDUCATIONAL NEEDS OF COLLEGE FACULTY IN SELECTED TWO YEAR COLLEGES IN NEW YORK STATE

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PREFACE

For some time the State University College at Buffalo has considered the possibility of providing assistance to two year colleges by designing in-service courses, or if needed, pre-service programs for faculty members of those institutions. In the Spring of 1974 a survey was conducted by our Research and Development Complex to determine perceived educational needs of two year college faculty members. With the cooperation of two year college administrators and faculty members, a very significant body of data was developed and an analysis was performed by Mr. David Sylves, Principle Investigator.

A preliminary reading of the summary data seems to indicate that needs do, in fact, exist which the State College at Buffalo may be able to meet. With the assistance of two year college personnel, it is our intent to develop an institutional position concerning the organization of appropriate services for the survey target population. Our planning will be based upon mutual efforts to refine the issues described in the following pages.

Dean Robert B. Simpson

Table of Contents

		Page
I.	Introduction	1
II.	Methodology	2
	-Sample	2
	-Instruments	3
	-Procedure	4
	-Method of Analysis	6
III.	Results	9
	-Faculty Response	9
	-Crosstabulation data	35
	-Administrator Response	40

Appendix A-1	Blank Faculty Questionnaire	
Appendix A-2	Blank Administrator Questionnaire	
Appendix B-1	Pooled Faculty Printout	
Appendix B-2	Open-ended Question No. 34 (Faculty)	
Appendix B-3	Open-ended Question No. 40 (Faculty)	
Appendix C-1	Crosstabs Printout	"First Course Presently Teaching by Major Area of Study in College"
Appendix C-2	Crosstabs Printout	"Second Course Presently Teaching by Major Area of Study in College"
Appendix C-3	Crosstabs Printout	"Total Years Teaching in 2 Year School by Years Teaching at Secondary Level"
Appendix C-4	Crosstabs Printout	"Total Years Teaching in 2 Year School by Years of Teaching-Related Work"
Appendix C-5	Crosstabs Printout	"Major Area of Study in College by Total Years Teaching in 2 Year School"
Appendix C-6	Crosstabs Printout	"Age by Highest Degree Earned"
Appendix C-7	Crosstabs Printout	"Years of Teaching-Related Work by Highest Degree Earned"
Appendix C-8	Crosstabs Printout	"Years of Teaching-Related Work by Hours Beyond Highest Degree"
Appendix C-9	Crosstabs Printout	"Years of Teaching-Related Work by Total Years in Teaching"
Appendix D-1	Pooled Administrator Printout	
Appendix D-2	Open-ended Question No. 17 (Administrator)	
Appendix D-3	Open-ended Question No. 18 (Administrator)	
Appendix D-4	Open-ended Question No 29 (Administrator)	
Appendix E	Individual School Faculty Printout	
Appendix F	Individual School Administrator Printout	

Appendices B1, C1-C9, D1, E, and F, consisting of computer printouts, have not been included in the printed version of the document.

TABLE OF TABLES

Page		
2	Table 1	Frequency and percentage of responses at each of the participating schools.
5	Table 2	Data collection design utilized at each site.
10	Table 3	Category frequency and percentage describing age of respondents.
11	Table 4	Frequency and percent of total of highest degree earned.
13	Table 5	Number of years of teaching-related work experience.
14	Table 6	Total number of years of teaching experience.
15	Table 7	Responses indicating total number of years teaching at two year college level.
15	Table 8	Responses indicating total number of years that each respondent was employed at his present institution.
16	Table 9	Responses indicating number of years of teaching experience at the secondary level by the respondents.
16	Table 10	Responses indicating number of years of teaching experience at the elementary level by the respondents.
17	Table 11	Responses indicating number of years of teaching experience other than two year, secondary, or elementary level by the respondents.
19	Table 12	Frequency and category percentage of teachers' attitude toward the statement "Teaching-related work has been of value to me as a 2 year college teacher".
21	Table 13	Frequency and category percentage of teachers' attitude toward the statement "My previous teaching experience has been of value to me as a 2 year college teacher".
21	Table 14	Frequency and category percentage of teachers' attitude toward the statement "My educational experience (question 3-7) have been of value to me as a 2 year college teacher".
22	Table 15	Frequency and category percentage of teachers' attitude toward the statement "I feel more teacher preparation courses would increase my teaching effectiveness".
23	Table 16	Frequency and category percentage of teachers' attitude toward the statement "I need to learn more about audio-visual materials and techniques".
23	Table 17	Frequency and category percentage of teachers' attitude toward the statement "I need to learn more about principles of learning and/or instruction".
23	Table 18	Frequency and category percentage of teachers' attitude toward the statement "I need to learn to make my instruction more responsive to individual differences in ability".
24	Table 19	Frequency and category percentage of teachers' attitude toward the statement "I need to learn to make my instruction more responsive to individual differences in interests".

TABLE OF TABLES (Con't)

Page		
24	Table 20	Frequency and category percentage of teachers' attitude toward the statement "I need to know more about the psycho-social development of the contemporary 2 year college student".
24	Table 21	Frequency and category percentage of teachers' attitude toward the statement "I need to know more about new instructional trends at the higher education level".
25	Table 22	Frequency and category percentage of teachers' attitude toward the statement "I need to know more about the philosophy and organization of 2 year colleges".
27	Table 23	Frequency and category percentage of teachers' attitude toward the statement "I need updating concerning developments in my own discipline".
28	Table 24	Frequency and category percentage of teachers' attitude toward the statement "My instruction utilizes behavioral objectives".
31	Table 25	Frequency and category percentage of response of teachers' attitude toward the statement "Specific degree programs should be offered for potential 2 year college teachers at the Bachelor's level".
32	Table 26	Frequency and category percentage of responses of teachers' attitude toward the statement "Specific degree programs should be offered for potential and/or current 2 year college teachers at the Master's level".
32	Table 27	Frequency and category percentage of responses of teachers' attitude toward the statement "Inservice courses should be offered to current 2 year college teachers".
41	Table 28	Response to Item 1 in Administrative questionnaire
43	Table 29	Frequencies and percentage response to Item 2 on the Administrative questionnaire
44	Table 30	Frequency and category percentage response to Item 3 on the Administrative questionnaire.
45	Table 31	Frequency and category percentages of responses relating to recruiting methods.
46	Table 32	Frequency and category percentage of responses relating to recruiting sources.
47	Table 33	Frequency and category percentage of administrators' attitude toward the statement "My present faculty has sufficient teaching-related work experience".
48	Table 34	Frequency and category percentage of administrators' attitude toward the statement "My present faculty needs more professional teacher education courses".
48	Table 35	Frequency and category percentage of administrators' attitude toward the statement "My faculty needs to learn more about classroom utilization of audio-visual materials and techniques".
49	Table 36	Frequency and category percentage of administrators' attitude toward the statement "My faculty needs to learn more about classroom utilization principles of learning and/or instruction".
50	Table 37	Frequency and category percentage of administrators' attitude toward the statement "My faculty needs to learn methods to make their instruction more responsive to individual student differences in ability".

TABLE OF TABLES (Con't)

Page		
51	Table 38	Frequency and category percentage of administrators' attitude toward the statement "My present faculty needs to learn methods to make their instruction more responsive to individual student differences in interests".
51	Table 39	Frequency and category percentage of administrators' attitudes toward the statement "My present faculty needs to know more about the psycho-social development of the contemporary 2 year college student".
52	Table 40	Frequency and category percentage of administrators' attitude toward the statement "My present faculty needs to know more about new instructional trends at the higher education level".
52	Table 41	Frequency and category percentage of administrators' attitude toward the statement "My present faculty needs to know more about the philosophy and organization of 2 year colleges".
53	Table 42	Frequency and category percentage of administrators' attitude toward the statement "My present faculty needs updating concerning developments in their own discipline".
54	Table 43	Percentages of "agree" responses of administrators and faculty members on comparable responses.
55	Table 44	Frequency and category percentage of administrators' attitude toward the statement "My faculty utilizes behavioral objectives".
56	Table 45	Frequency and category percentage of administrators in response to question No. 17.
57	Table 46	Frequency and category percentage of administrators' response to question No. 18.
58	Table 47	Frequency and category percentage of responses of administrators desiring that future course offerings include the stated characteristics.
59	Table 48	Frequency and category percentage of responses of administrators who felt that their institution could provide the indicated facilities or services.
59	Table 49	Frequency and category percentage of administrators' attitude toward the statement "Specific courses should be offered for potential 2 year college teachers at the Bachelor's level".
60	Table 50	Frequency and category percentage of administrators' attitude toward the statement "Specific courses should be offered for 2 year college teachers at the Master's level".
61	Table 51	Frequency and category percentage of administrators' responses to questions 23 and 24.
62	Table 52	Frequency and category percentage of administrators' responses to questions 25 and 26.
62	Table 53	Frequency and category percentage of administrators' attitude toward the statement "There should be greater contact between two and four year schools to provide guidance services to students".
63	Table 54	Frequency and category percentage of administrators attitude toward the statement "There should be greater contact to provide articulation between two and four year schools".

I. Introduction

Presently the Faculty of Professional Studies at the State University College at Buffalo prepares teachers for Elementary, Early Secondary, and Exceptional Education. It has been suggested that with the large increase in attendance at community colleges, a need for a program to prepare faculty members to instruct at that level might exist. If that be true, then it would be appropriate and desirable that the Faculty of Professional Studies extend its faculty and facilities so that appropriate educational needs in the area of teacher preparation of two year college instructors might be met. Additionally, analysis of types of in-service courses desired by present two year college faculty which might facilitate their instruction is also relevant.

In the spring of 1974, a study was conducted at eight two year colleges to answer questions such as the following:

(a) What is the profile of present two year college instructors on selected biographic and demographic variables?

(b) Is there presently a felt need for in-service courses for currently employed two year college teachers? If so, in what specific areas?

(c) Is there a felt need for pre-service programs to prepare two year college personnel?

(d) What problems exist for administrators at two year colleges when they hire instructors? and,

(e) What are administrators' perceptions of faculty needs?

II. Methodology

Sample - Eight two year colleges in the general Western New York area participated in this study. Those schools were:

-Alfred Agricultural and Technical College;

-Corning Community College;

-Erie Community College (North and City campus);

-Finger Lakes Community College;

-Genesee Community College;

-Jamestown Community College;

-Monroe Community College; and

-Niagara Community College.

The following table indicates the responses from each of the schools involved.

School	Number of Administrator Responses	Approximate No. of Faculty on Staff	Number of Faculty Responses	Percentage of Faculty Responses
Alfred	14	204	110	54
Corning	9	100	73	73
Erie	22	315	152	48
Finger Lakes	1	50	29	58
Genesee	7	90	60	66
Jamestown	10	103	52	50
Monroe	17	280	111	40
Niagara	13	135	69	51
TOTAL	93	1277	656	51%

Table 1. *Frequency and percentage of responses at each of the participating schools.*

Additionally, 8 questionnaires were returned but not included in the study because they were not adequately completed, because the school identification was not available, or because they were received after the data had been entered into the computer for tabulation.

Because the administrative questionnaire dealt with faculty recruitment practices, administrators were defined as those personnel who were involved in the selection, hiring, and retention of faculty members. Therefore in some situations department chairmen who were involved in these processes were viewed as administrators even though their major function might actually have been that of a faculty member. Additionally, those administrators not involved in the hiring process (bursar, comptroller, etc.) were not included in the survey.

The faculty sample included some responses from part-time personnel. Because the instruments were anonymous, the specific number of part-time respondents is not known. However, because the instruments were not distributed to many part-time teachers, the number of these respondents was low.

Instruments - Two instruments, a faculty questionnaire and an administrator questionnaire were designed for this survey. Each questionnaire includes Likert-type scales, multiple-choice items, and open-ended completion items. A cover sheet was attached to each questionnaire indicating the purpose of the survey. Additionally, a second cover sheet specific to each participating school was attached to each questionnaire indicating that the school administration had approved participation in the survey and requested the cooperation of each staff member in completing the questionnaire.

Included with each instrument was a stamped, self-addressed return envelope.

A pilot form of each questionnaire was discussed with administrators at each participating school except one. Input for modification of wording, content, scope, and formatting was requested and obtained. All appropriate suggested modifications were included in the final version of the instruments.

The faculty questionnaire, a copy of which is located in Appendix A-I, contains forty questions.

Questions 1 through 17 relate to demographic and biographic items such as age and number of years teaching experience. Questions 18 through 39 relate to faculty perception of their needs and desires. Question 40 is an open-ended question asking for additional comments.

The administrative questionnaire, a copy of which is located in Appendix A-2, contains 29 questions. Questions 1 through 5 relate to practices of faculty recruitment, questions 6 through 22 relate to perception of faculty needs, question 23 through 28 relate to student guidance needs, and question 29 is an open-ended question requesting additional comments.

Procedure - A draft of each instrument was piloted on faculty at the State University College at Buffalo. As a result of this pilot, a modified instrument was designed.

Letters were sent by the president of the State University College at Buffalo to the president of each of the two year schools to be involved in the survey introducing the purpose of the survey and the survey project director. As a result, meetings were arranged by the project director with the president or his designee at each of the schools. Consequently these meetings were conducted at seven of the institutions. Due to complications at the eighth school, no on-site visit was possible, but telephone discussions with the contact person there accomplished the objectives of the proposed meeting.

At each of the seven on-site visits, the purpose of the survey was discussed, the instruments were reviewed, institution feedback and input was obtained, and specifics for conducting the survey at each school were confirmed.

It was desired that all administrators and all faculty members be included in the survey. Since it was not possible for each staff member to be interviewed personally, it was decided that two methods of data collection be utilized - personal structured interviews and questionnaires. Because some of the information sought might be considered to be of a personal nature, it was decided that the questionnaires be anonymous. To insure anonymity at each institution and to ease data collection at each site, stamped, self-addressed envelopes were attached to each questionnaire. Utilization of this technique allowed individuals to return the questionnaire directly to the Research and Development Complex without sending them back through departments or other organizational structures at each campus.

So that a sense of the accuracy and reliability of the questionnaires might be ascertained, the personal interviews at each school allowed survey staff to get a "feel" of the faculty and administrator atmosphere at each school. The structured interviews utilized the same questions as were contained on the questionnaires, but were read to the personnel being interviewed and responses were recorded by the survey staff.

Therefore the data collection design at each school approximated that described in Table 2.

	Collection Technique	
Personnel	Structured Interviews	Anonymous Questionnaires
Administrative	5 persons	remaining administrative staff
Faculty	10 persons	remaining faculty staff

Table 2. *Data collection design utilized at each site.*

As stated earlier, administrators were defined as those personnel involved with the selection, hiring, and retention of faculty members. Faculty questionnaire responses in some instances might be those of part-time instructional staff members.

Appropriate suggestions were included in the final forms of the instruments.

Two staff members of the Research and Development Complex then went to each of the eight two year schools and interviewed available administrators and faculty members. After completing the interviews, sufficient questionnaires were left at each school to be distributed by the local contact person to appropriate staff.

The collected data was then scored, posted, card punched, and tabulated by Research and Development Complex staff.

Method of Analysis - The data was tabulated using the codebook and crosstabs sub-programs of the Statistical Package for the Social Sciences (SPSS)computer program on the CDC 6400 computer at the State University of New York at Buffalo.

Computer runs of the Faculty Questionnaire and on the Administrative Questionnaire responses were completed. This generated data relevant to each school.

The data from the eight schools was then pooled and separate runs were made on each of the two questionnaires. This generated a total sample data for each instrument.

The codebook sub-program which was used in this survey is a data description program generating frequencies and percentages. Each table in the printout has the following format:

Value label	Value	Absolute Frequency	Relative Frequency (percent)	Adjusted Frequency (percent)	Cumulative Adjusted Frequency (percent)

For our purposes, the value and the adjusted frequency columns are superfluous and therefore should be disregarded. The following example using hypothetical data demonstrates the codebook format.

Variable - Sex

Value Label	Absolute Frequency	Relative Frequency (percent)	Cumulative Frequency (percent)
Male	45	63.4	63.4
Female	26	36.6	100.0
TOTAL	71	100.0	100.0

The crosstabs sub-program used in part of this analysis views two variables simultaneously and tables the data on both variables. The following example uses the same data as in the previous example but matches the variable Sex with the variable *Attitude toward Statement A* which was posed as a Likert type scale.

KEY: Frequency
Row Percentage
Column Percentage
Total Percentage

Attitude Toward Statement a.

Sex	No Info	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	ROW TOTAL
	5	10	18	7	3	2	45
Male	11.1	22.2	40.0	15.6	6.7	4.4	63.4
	83.3	66.7	58.1	58.3	60.0	100.0	
	7.0	14.1	25.4	9.9	4.2	2.8	
	1	5	13	5	2	0	26
Female	3.8	19.2	50.0	19.2	7.7	0.0	36.6
	16.7	33.3	41.9	41.7	40.0	0.0	
	1.4	7.0	18.3	7.0	2.8	0.0	
COLUMN TOTAL	6	15	31	12	5	2	71
	8.5	21.1	43.7	16.9	7.0	2.8	100.0

When analysing the crosstabs example, notice that the frequency and percentages at the right hand margin are the same as those found in the codebook format for the variable *Sex*. Similarly, the figures at the bottom of the table would also be found in the codebook format for the variable *Attitude toward Statement A*. In essence, the crosstabs program takes the same information as the codebook program but, in addition to giving its totals in a linear manner, also plots the data against each of the sub values in the other variable. Therefore, the crosstabs tells us, for example, not only that 21% of the respondents strongly agree with Statement A, but it also indicates that 10 of those 15 respondents (equaling 66.7% of that category answering strongly agree, 22.2% of the total male category, and 14.1% of the total group) were male.

It should also be noted that percentages might sometimes be generated from data which include a "no information", "no response", or a "not applicable" category. Therefore the reader should be aware that percentages presented in some tables indicate percent of total sample and not necessarily the percentages of responses that are actually relevant to the item. This factor will be noted at various points in this paper.

III. Results

This paper describes the data generated by the pooled or combined computer runs. That is, results reported here describe responses of 656 faculty members viewed as though they were from one institution and of 91 administrators viewed as if they were employed at one institution. The printout for the pooled faculty data is contained in Appendix B-1. Appendix C contains crosstab printouts of selected variables. The printout for the pooled administrative data is contained in Appendix D-1.

Additionally, printouts containing data on the faculty and the administrative questionnaires relevant to each specific school are contained in Appendices E and F respectively.

Faculty Response

The first 22 questions asked of the faculty ascertained selected demographic and bibliographic data and the teachers' perception of the value of some of their experiences.

Question 1: variable - Course presently teaching.

The first question on the faculty questionnaire requested the name of the course or courses which the individual was presently teaching. Because possible answers to this question varied from school to school, the question was of the completion-type. Responses were tabulated and then the courses reported were collapsed into the 48 categories listed on pages 5 and 6 in Appendix B-1.

As might be expected, the largest group was that composed of teachers of English (59 or 9% of the total).

Pages 7 and 8 of Appendix B-1 lists teachers who reported teaching a second course that was apparently not related to the first course reported.

The table on pages 7 and 8 indicate that 78 teachers (the 656 total minus the 578 not reporting a different category) are teaching courses not directly related to the same content area as their first course listed.

Question 2: variable - age

The following table (extracted from data on page 9 in B-1) indicates the age of the respondents.

Age	Frequency	Percent of Total
No Info	11	1.7
21-25	16	2.4
26-30	109	16.6
31-35	159	24.2
36-40	119	18.1
41-45	83	12.7
46-50	77	11.7
51-55	44	6.7
56-60	20	3.0
61-65	13	2.0
Over 65	5	.8
TOTAL	656	100.0

Table 3. *Category frequency and percentage describing age of respondents.*

It can be seen that a majority of the respondents (387 or 58.9%) are included in the 26 through 40 year range.

Question 3: variable - Highest degree earned

Table four (extracted from page 10, B-1) shows data related to this variable.

Degree	Frequency	Percentage
No Information	5	.8
High School	8	1.2
Two Year Degree	17	2.6
Bachelor's Degree	90	13.7
Master's Degree	475	72.4
Doctorate Degree	58	8.8
Other	3	.5
TOTAL	656	100.0

Table 4. *Frequency and percent of total of highest degree earned.*

Obviously most teachers have a masters degree (72.4%). It is interesting to note that 5.1% of the teachers reported having something less than a Bachelor's degree. This might be explained by the fact that certain subjects being taught in the schools are very specific or narrow in nature and no four year degrees are offered in those areas. Looking at it from the opposite viewpoint, it might indicate that approximately 5% of the target population have need for specific courses to complete a four year program and obtain a Bachelor's degree.

Question 4: Variable - Major area of study

This question ascertained the undergraduate or graduate major of the respondent. Similar to question one, the possible answers were varied, and therefore a completion type question was utilized. When the data was collected, it was subdivided into the same collapsed categories used in tabulating responses to question one. A later section of this paper will report a crosstabulation of these two variables - courses presently teaching with major area of study.

Data concerning this variable is found in the table on pages 11 and 12 in Appendix B-1.

Question 5: variable - Certification or professional license

Data concerning this variable is located on page 13 in B-1. That table indicates that 183 (27.9%) of the respondents have obtained some type of teaching certification.

Question 6: variable - Number of hours beyond highest degree

Data concerning this variable is located on page 14 in B-1. That table indicates that 231 teachers (35.2%) have earned less than 6 hours of academic credit beyond their highest degree. Explanations for this might be that no further education is felt to be needed or that relevant courses are not available.

On the other hand 142 teachers (21.6%) have completed in excess of thirty hours beyond their highest degree.

The fact that more than 59% of the teachers have completed more than six hours beyond their highest degree indicates a desire (for whatever reason) to continue their education. With such an education-oriented mental set of such a large percentage of respondents, it would seem desireable to ascertain the types of courses desired by these teachers (as well as the others) to be certain that such courses are made available and accessible.

Question 7: variable - Number of teacher preparation courses taken

Data related to this variable is located on page 15 of B-1.

That table indicates that at least 25.8% of the teachers responding have completed two teacher preparation courses or less. Also apparent is that more than two-thirds (68.3%) of the respondents have less than a

major in education even though they are employed as educators.

Question 8: variable - Years of teaching-related work

It was hypothesized that many teachers at two year schools would be teaching vocational-technical-business oriented courses, and that therefore practical prior field experience might be desireable or advantageous when teaching.

Data in the table on page 16, B-1, and in Table 5 below, indicates that 18.3% of the respondents have had no prior teaching-related work and that 32% of the respondents had less than six years of teaching-related work experience. Therefore more than 50% of the teachers had five or fewer years of teaching-related work experiences.

Number of Years of Teaching-Related Work	Frequency
0	120
1- 5	210
6-10	125
11-15	188
16-20	50
21-25	35
25-30	15
30+	4
TOTAL	647
No Info	9

Table 5. *Number of years of teaching-related work experience.*

Question 9: variable - Total number of years in teaching

Table 6 (extracted from data on page 17, B-1) reports the total number of years of teaching experience of the respondents.

Total Years in Teaching	Frequency
0	10
1- 5	178
6-10	221
11-15	134
16-20	63
21-25	31
26-30	12
30+	5
TOTAL	654
No Info	2

Table 6. *Total number of years of teaching experience.*

This data indicates that 28.7% of the teachers had five or fewer years of teaching experience. The reader should be aware that prior teaching might have included part-time experience and/or included experiences such as elementary education or military training.

Question 10: variable - total years teaching at 2 year college level

Table 7 (extracted from page 18, B-1) reports data concerning total number of years experience teaching at the two year college level.

Total Years Teaching at Two Year Level	Frequency
0	14
1- 5	302
6-10	244
11-15	76
16-20	9
21-25	7
26-30	4
TOTAL	656

Table 7. *Responses indicating total number of years teaching at two year college level.*

It can be seen that 560 (85.3%) of the respondents have less than eleven years teaching experience at the two year college level.

Question 11: variable - total years teaching at present institution

Table 8 (extracted from page 19, B-1) reports data concerning total number of years experience of each respondent teaching at his present institution.

Years Teaching at Present Institution	Frequency
0	11
1- 5	330
6-10	224
11-15	74
16-20	6
21-25	7
26-30	3
TOTAL	655
No Info	1
	656

Table 8. *Responses indicating total number of years that each respondent was employed at his present institution*

Question 12: variable - years experience teaching at secondary level

Years Teaching at Secondary Level	Frequency
0	362
1- 5	202
6-10	51
11-15	14
16-20	5
21-25	2
26-30	1
TOTAL	637
No Info	19
	656

Table 9. *Responses indicating number of years of teaching experience at the secondary level by the respondents.*

Table 9 (extracted from page 20, B-1) reports that 275 faculty members (41.8%) of the respondents have had some teaching experience at the secondary level prior to their present teaching position.

Question 13: variable - years experience teaching at elementary level

Years Teaching at Elementary Level	Frequency
0	546
1- 5	62
6-10	10
11-15	2
16-20	1
21-25	1
TOTAL	622
	34
No Info	656

Table 10. *Responses indicating number of years of teaching experience at the elementary level by the respondents.*

Table 10 (extracted from page 21, B-1) reports that 76 faculty members (11.7%) have had some experience teaching at the elementary level prior to their present assignment.

Question 14: variable - total number of years teaching other

Years Teaching Other	Frequency
0	335
1- 5	208
6-10	49
11-15	16
16-20	4
21-25	4
26-30	1
TOTAL	617
No Info	39
	656

Table 11. *Responses indicating number of years of teaching experience other than two year, secondary, or elementary level by the respondents.*

Table 11 (extracted from page 22, B-1) reports that 282 faculty members (43%) have had some experience teaching other than at the two year college, secondary, or elementary school levels. Experiences noted included: military, industry, bible or Sunday school, and four year college.

Question 15: variable - association or union member

The table on page 23, B-1 reports that 476 of the respondents (72.6%) belonged to a teachers' association or union. A review of the names of the groups listed by the respondents (numerically categorized on page 24, B-1) shows that 35.8% of the respondents belongs to the local associations or union only, 3.2% belong to both the local and the New York State Teachers' Association, and 9% belong to both the local and the Association of Community College Faculties. Therefore 48% belong to local groups.

Question 16: variable - member of a progressional organization

Data on page 25, B-1 indicates that 512 (78%) of the responderts belong to a professional group other than a union or association. These professional groups include such groups as educational societies, chemical societies, nursing organizations, law organizations, and engineering societies. Page 6, B-1 reports that 303 respondents (46.1%) belong to more than one professional organization.

Question 17: variable - teaching-related publications

Data on page 27, B-1 indicates that 159 respondents (24.2%) have at least one teaching-related publication.

Question 18: variable - teaching at two year college level in 1978

Data on page 28, B-1 indicates that 553 respondents (84.3%) expect to be teaching in a two year college situation four years from now.

Question 19: variable - If not, what is expectation

Contingent upon question 18, those respondents not planning on being employed at a two year college indicated that 21 (3.2%) expect to be at a four-year school, one would return to a K-12 situation, 18 (2.7%) would be retired, and 27 (4.1%) would be out of the teaching profession. Fifteen respondents (2.2%) reported that they didn't know what they would be doing four years from now. This data is located on page 9, B-1

Questions 18 and 19 indicate that the two year college institutions meet the desires of the present faculty and therefore exhibit strong holding power on the employees.

Question 20: variable - teaching-related work has value

Teachers were asked their perception of the value which their teaching-related work experiences has been to them as a two year college teacher. The question was of the Likert type format with the response scale ranging from "strongly disagree" to the statement that the experience aids them in their present teaching assignment to "strongly agree" that the experience was of value.

Table 12 (extracted from page 30, B-1) reports the responses to this variable.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree
Frequency	20	10	74	420
Percentage	3.0	1.5	11.3	64.0

Table 12. *Frequency and category percentage of teachers' attitude toward the statement, "Teaching-related work has been of value to me as a 2 year college teacher".*

There were 132 responses that were scored as "not appropriate" (because the respondent had no previous teaching-related work experiences - (see question 8) or as "no information" (because the question was not completed).

It is appropriate to restate that the percentages reported might be somewhat misleading to the reader. This is due to the fact that, for example, the 420 respondents who scored the question "strongly agree" is reported as 64% of the total. This is true. However, the total includes these 132 who did not mark one of the four "attitude" responses to the statement. Therefore of those respondents who did have prior teaching-related work experience (524), 420 responded "strongly agree". Therefore the percentage of "strongly agree" respondents is actually 80% of the appropriate total.

This would, of course, somewhat increase the percentage for each of the other categories. The reader is reminded, therefore, to be aware of this programming interpretation since the computer program utilized figures percentages according to total responses to each variable and does not accomodate to the fact that some of the responses within a question might be inappropriate.

Question 21: variable - previous teaching experience has been of value to me as a two year college teacher

When asked their attitude toward the statement, "My previous teaching experiences (questions 9-14) have been of value to me as a two year college teacher", the following responses (extracted from page 31, B-1) were received.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	12	12	106	355	171
Percentage	1.8	1.8	16.2	54.1	26.1

Table 13. *Frequency and category percentage of teachers' attitude toward the statement, "My previous teaching experience has been of value to me as a 2 year college teacher".*

Table 13 indicates that of these 485 teachers who have reported previous teaching experience, 355 or 73% strongly agree that their previous teaching experience has been of value to them.

Question 22: variable - educational experiences has been of value to me

In response to the statement, "My educational experiences (questions 3-7) have been of value to me as a two year college teacher" the following statistics were obtained:

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	21	18	181	417	19
Percentage	3.2	2.7	27.6	63.6	2.9

Table 14. *Frequency and category percentage of teachers' attitude toward the statement, "My educational experience (questions 3-7) have been of value to me as a 2 year college teacher".*

It can be seen from table 14 (extracted from page 32, B-1) that 637 teachers have responded on the four attitude scales. Of those 637 teachers, 417 or 65% strongly agree that their education has helped them

in their teaching.

It is interesting to compare the similarity of responses to these last three questions. In relation to value of previous teaching-related work, of 524 appropriate responses, 494 or 94.3% agree (either mildly or strongly) that it had value. In relation to value of previous teaching experience of 485 appropriate responses, 461 or 95% agreed (either mildly or strongly) that it had value. In relation to value of previous education, of 637 appropriate responses, 598 or 93.8% agreed (either mildly or strongly) that it had value.

Questions 23 through 32 ascertain teachers' perception of their own needs in reference to selected topics.

Question 23: variable - need for more teacher preparation courses

Table 15 (extracted from page 33, B-1) gives responses to teachers concerning their attitude to the statement "I feel more teacher preparation courses would increase my teaching effectiveness".

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	168	202	215	57	14
Percentage	25.6	30.8	32.8	8.7	2.1

Table 15. *Frequency and category percentage of teachers' attitude toward the statement, "I feel more teacher preparation courses would increase my teaching effectiveness".*

Question 24: variable - Audio-visual techniques

Table 16 (extracted from page 34, B-1) reports data relevant to this variable.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	71	124	347	107	7
Percentage	10.8	18.9	52.9	16.3	1.1

Table 16. *Frequency and category percentage of teachers' attitude toward the statement, "I need to learn more about audio-visual materials and techniques".*

Question 25: variable - learning theory

Table 17 (extracted from page 35, B-1) reports data on this variable.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	88	156	319	73	11
Percentage	13.4	23.2	48.6	11.1	1.7

Table 17. *Frequency and category percentage of teachers' attitude toward the statement, "I need to learn more about principles of learning and/or instruction."*

Question 26: variable - individualizing for ability

Table 18 (extracted from page 36, B-1) reports data on question 26.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	70	103	334	139	10
Percentage	10.7	15.8	50.9	21.2	1.6

Table 18. *Frequency and category percentage of teachers' attitude toward the statement, "I need to learn to make my instruction more responsive to individual differences in ability".*

Question 27: variable - individualizing for interests

Table 19 (extracted from page 37, B-1) reports data for this variable.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	69	116	324	135	12
Percentage	10.5	17.7	49.4	20.6	1.9

Table 19. *Frequency and category percentage of teachers' attitude toward the statement, "I need to learn to make my instruction more responsive to individual differences in interests".*

Question 28: variable - knowledge of student development

Table 20 (extracted from page 38, B-1) reports data concerning Question 28.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	75	177	300	95	9
Percentage	11.4	27.0	45.7	14.5	1.5

Table 20. *Frequency and category percentage of teachers' attitudes toward the statement, "I need to know more about the psycho-social development of the contemporary 2 year college student.*

Question 29: variable - new instructional trends

Table 21 (extracted from page 39, B-1) reports data concerning this variable.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	39	88	373	150	6
Percentage	5.9	13.4	56.9	22.9	.9

Table 21. *Frequency and category percentage of teachers' attitude toward the statement, "I need to know more about new instructional trends at the higher education level".*

Question 30: variable - philosophy and organization of two year colleges

Table 22 (extracted from page 40, B-1) reports data concerning this variable.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	124	212	265	46	9
Percentage	18.9	32.3	40.4	7.0	1.4

Table 22. *Frequency and category percentage of teachers' attitude toward the statement, "I need to know more about the philosophy and organization of 2 year colleges".*

About half of the faculty respondents (47.4%) feel that they need to know more about this topic. Some of the comments concerning this question were:

-"It would be interesting to see the relationship and mutual expectations of institutions within the state educational system. That is, how do the K-12 schools, the two year schools, the four year schools, and central administration view each other. Are there designs which show how the curriculum from one institution or level flow into the next?"

-"Since community colleges should reflect the needs of the community, courses for teachers to inform them of resources, government, desires, needs, industry, etc. concerning the community should be available."

-"If I knew thoroughly the organizational structure and especially the "political" structure within and outside of the college, I might better be able to understand, and therefore support, various decisions made by administrators."

A review of responses to questions 23 through 30 bring up some interesting points. 69.2% of the teachers responded that they need more knowledge of audio-visual material and techniques, 59.7% responded that they need to learn more about learning/instruction theory, 72.1% responded that they need to learn more about individualizing instruction for pupil differences in

ability, 70.0% responded that they need to learn more about individualizing their instruction to meet needs of student differences in ability, 60.2% responded that they need to know more about the psycho-social development of their student, 79.8% responded that they need to know more about instructional trends in higher education, and 47.4% responded that they need to know more about the philosophy and organization of two year colleges. Yet, even though these high percentages indicate the teachers themselves feel that they need to learn more about specific educational topics, only 41.5% (Table 14) of the teachers feel that taking more teacher preparation courses would increase their teaching effectiveness. There are several possible explanations for this apparent contradiction:

1) teachers do not view the topics contained in the statements in questions 24 through 30 as being the subject matter of teacher preparation courses (question 23);
2) teachers feel that they need knowledge about the stated topics, but they do not feel that the knowledge would increase their teaching effectiveness; or
3) teachers feel that professional education courses, at least in their experience, do not contribute to their teaching effectiveness even if the content covered is needed by these same teachers.

A review of some of the responses to question 40 which will be reported later in this paper indicates that the third alternative seems most likely. One must wonder about the reasons for this. 63.6% of the teachers (Table 14) responded that more teacher preparation courses would not increase their teaching effectiveness while at the same time 38% (page 15, B-1) of the teachers report that they have completed fewer than four professional education courses. It is, of course, possible that those courses were not well presented or were not directly relevant to present teaching

assignments, and it is possible that introductory education courses were of the general survey type rather than specific and relevant to present teaching assignment, but one must wonder if much of the negativism in the responses to question 23 is not due in part to the poor image that education courses, in general, presently have. If the latter is the situation, then there must be a reason for the poor image. In any case, a need for education courses covering the above areas is indicated. Later questions (34, 35, and 40) further specify topics and formats of classes which are desired by teachers at two year schools.

Question 31: variable - need updating in own discipline

The following table (extracted from page 41, B-1) provides data relevant to this variable.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	64	125	295	160	12
Percentage	9.8	19.1	45.0	24.4	1.9

Table 23. *Frequency and category percentage of teachers' attitude toward the statement, "I need updating concerning developments in my own discipline".*

Question 32: variable - utilization of behavioral objectives

Table 24 (extracted from page 42, B-1) reports data concerning this question.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	22	56	314	237	27
Percentage	3.4	8.5	47.9	36.1	4.1

Table 24. *Frequency and category percentage of teachers' attitude toward the statement, "My instruction utilizes behavioral objectives".*

Question 33: variable - presently enrolled in college courses

The statistics on page 43, B-1 indicate that 155 respondents (23.6%) are presently enrolled in college level courses.

This statistic is interesting in view of the large percentage of teachers reporting that they have needs in professional education and in their own discipline (question 24 through 31). Although a majority of the teachers responded that they need specific updating, less than a quarter of the teachers presently attend classes. Even so, it is not known if those presently attending college classes are taking professional education and/or discipline courses or if those classes are tangential to their instructing needs and either taken for enjoyment/leisure or to complete a degree program which may not be directly related to their teaching assignment and needs.

It is possible that the reason that such a low percentage of faculty is presently taking courses is that desired or needed courses are not presently being offered. It is also possible that, if desired courses are being offered, other constraints such as time of the class offering, finances, or distance to the college which is offering the courses limit the enrollment of the respondents. Another possibility is that even if a

specific desired course is offered and is accessible, it is presented in such a manner that the respondents do not feel that sufficient knowledge would result from their enrollment. Again, question 34, 35 and 40 might provide insight about the reason for such a low percentage of teachers now taking college level courses.

Question 34: variable - desired courses

Data on pages 44, 45, and 46 and in Appendix B-2 contain data related to this question. Question 34 was an open-ended question. The written responses were tabulated by name of courses and by school. These responses are reported in Appendix B-2.

It was possible for a respondent to include more than one response. Because of this, three separate tables were prepared when the responses were collapsed into the following 11 arbitrary categories - Own discipline, interdisciplinary, other discipline, recreation, educational methods, learning (principles-philosophy-sociology), individualized instruction, audio-visual media-based, educational innovations, other education, and other. The three tables located on pages 44, 45 and 46 of B-1 indicate that: 207 (32%) desired courses in their own disciplines; 11 (2%) wanted interdisciplinary courses; 103 (16%) wanted courses in disciplines other than their own, 10 (3%) desired a type of recreation or crafts course; 28 (8%) desired courses in educational methods; 22 (3%) desire courses related to educational psychology; 15 (2%) desire courses related to individualization of instruction; 40 (6%) desire courses related to audio-visual techniques; 16 (2%) desire instruction about educational innovations; 96 (15%) desire other education related courses; and 13 (2%) desire other courses not included in the above.

Again, it should be observed that 222 teachers (33.8%) did not enter

a single response. Therefore, the percentages stated are those of the total group and not a percentage of the group responding to the question. If viewed from this point, each of the percentages would increase.

It can be seen from Appendix B-2 and the above data that the range of many desired courses is very wide and that some courses noted are very specific or technical in nature. However, 257 requests were made for some type of education related courses.

Question 35: variable - desired course format

Tables located on pages 47 through 53 of B-1 contain data related to the type of format which respondents felt that courses should follow. It was possible that respondents could check more than one format. 302 teachers (46%) felt that the courses should be offered as inservice on their own campus; only 125 (19.1%) felt that the courses should be offered on a four year college campus; 271 (41.3%) indicated that offering should be of the workshop format; 119 (18.1%) felt that courses should be offered on their campus and include observation by the instructor; 145 (22.1%) felt that courses should follow the traditional 3 hour format but cover topics included in Question 34; 224 (34.1%) felt that the courses should grant college credit; and 37 (5.6%) included other comments.

Question 36: variable - Future enrollment at courses described in Questions 34 and 35

When queried as to whether the teachers would attend courses if the curriculum covered the content identified in Question 34 and if the courses followed a format(s) checked in Question 35, 474 teachers (72.2%) (page 54, B-1) responded that they would attend.

This percentage is quite different from the 26.3% who are presently enrolled in college level courses.

It would seem, therefore, that teachers feel that they need updating in selected areas (Questions 23 through 30), desire updating in their own discipline (Question 31), would like to see courses offered which cover specific content area (Question 34), would like to see those courses structured according to various formats (Question 35), and would attend those courses if they were so structured.

Questions 37, 38, and 39 concern teachers' attitudes toward statements related to format organization of courses.

Question 37: variable - programs should be designed for a bachelor's degree specializing in instruction for 2 year college teachers.

Table 25 (extracted from page 55, B-1) reports data related to Question 37.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	174	144	176	126	36
Percentage	26.5	22.0	26.8	19.2	5.5

Table 25. *Frequency and category percentage of response of teachers' attitude toward the statement, "Specific degree programs should be offered for potential 2 year college teachers at the Bachelor's level".*

It can be seen that the frequencies agreeing with (302) and disagreeing with (318) the statement are quite similar. The inappropriate responses could swing the majority in either direction.

Question 38: variable - programs should be designed for masters degrees specializing in instruction for 2 year college teachers

Table 26 (extracted from page 56, B-1) reports data related to this question.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	73	83	219	249	32
Percentage	11.1	12.7	33.4	38.0	4.9

Table 26. *Frequency and category percentage of responses of teachers' attitude toward the statement, "Specific degree programs should be offered for potential and/or current 2 year college teachers at the Master's level".*

In contrast to the previous question relating to a bachelor's program, 71.4% of the teachers feel that a master's level program designed specifically to train teachers for 2 year colleges should be offered.

Question 39: variable - inservice courses

Table 27 (extracted from page 57, B-1) reports data related to Question 39.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	18	29	240	307	62
Percentage	2.7	4.5	36.6	46.8	9.4

Table 27. *Frequency and category percentage of responses of teachers' attitude toward the statement, "Inservice courses should be offered to current 2 year college teachers".*

It is readily seen that a large majority of respondents (83.4%) feel that inservice courses are needed by 2 year college teachers.

This statistic, along with those related to questions 24 through 38, indicate a need for further education for 2 year college teachers and a desire to participate if appropriate programs were offered.

This survey included questions concerning Bachelor's programs specializing in 2 year college teaching (#37), Master programs specializing in 2 year college teaching (#38), and need for inservice instruction (#39). Not included in the survey was a question ascertaining need for pre-service instruction. That is, would instruction concerning relevant topics be advantageous if presented to potential 2 year college teachers prior to their employment? These courses would not necessarily be part of a degree program and would be tailored to the unique offerings, needs, and characteristics of specific institutions.

Since this question was not asked, answers can only be implied. However, it would seem that other than the time sequence, pre-service instruction would vary little from inservice instruction. Note that 83.4% of the faculty felt that inservice courses are desirable and needed. Continuing, even though pre-service courses would not necessarily be part of a Master's program, since they would be taken after completion of a Bachelor's program, they would in many ways be comparable to graduate program offerings. Note that 71.4% of the faculty saw a need for Master's programs specializing in 2 year college teaching.

Therefore, if the question "Is there a need for pre-service instruction for potential 2 year college teachers" were asked, because of the response to questions covering similar content, it could be implied that a majority of respondents would agree with the statement.

Question 40: variable - comments

205 teachers wrote in comments at the end of the questionnaire. The comments were sometimes repetitious and, in some instances, difficult to decipher. However, all comments (with the exception of repetitions) are located in Appendix B-3.

These comments expand upon some of the interpretations previously reported in this paper especially in reference to content and format of courses which are desired. Specially prominent is the fact that teachers at two year colleges feel that they have insufficient time to further their education and that distance and finances make additional education even more difficult to continue.

The major recommendations that come from the comments are two:

1. courses (workshops, seminars, conferences) should be of short duration (2-3 days or 2-3 weeks), be focused on a narrow topic of interest to the population, follow a participatory format, and be practical; and,
2. the courses should be easily accessible (preferably on their own campus) and be offered at a convenient time.

Other noteworthy suggestions mentioned the need to involve two year personnel in the planning and quite possibly in the teaching of course offerings.

Also questioned was the perception of the two year college staff by four year college personnel. Several respondents noted a paternalistic stance being assumed by staff at four year schools. It is suggested that if meaningful articulation is to be accomplished between two and four year schools, such attitudes and perceptions must be remedied.

Crosstabulation data

The Crosstab subprogram of SPSS was utilized to simultaneously observe frequencies of selected pairs of variables.

The first pair of variables was selected to provide data for the question "Are instructors teaching content areas in which they were primarily trained in college?". This is, of course, a subdivision of a larger question, i.e., "Is there a shortage of qualified teachers?".

The assumption is that if a shortage of qualified teachers existed, there would be large numbers of instructors who would be teaching courses that were not their own majors while in college. Conversely, if teachers were teaching in their appropriate content areas, i.e. courses which were part of their own college major, then there was no shortage of teachers since administrators were able to hire appropriately trained personnel.

To provide data, the variables "course presently teaching" and "major area of study" were crosstabulated. The printout for this run is located in Appendix C-1. Because of the size of the matrix, reading the table is somewhat confusing. The matrix is actually a 16 by 16 cell square. Since it is so large, it had to be distributed over six pages. Therefore, the pages should be arranged in the following order:

1	2
3	4
5	6

Perusal of this matrix, which combines the first course listed by instructors with their major area of study in college, indicates that most instructors are teaching in areas for which they have been trained.

The second Crosstab, located in C-2, combines those other courses presently being taught which were listed by teachers (if the second course was not in the same content area as the first course listed) with 'major

area of study'. In essence, this is just a continuation of the previous question. However, since this was the second course listed by the respondent, and since it was by definition not in the same content area as the previous listing, one would not expect a high relationship of "hits" between course taught and major. In fact, the relationship is quite low. Notice, for example, none of the three people teaching "arts, fine arts" majored in that area, that some teachers of "business, business ed." majored in humanities, ed-ed admin., social sciences, math, engineering, and med. tech. In general, it might be estimated that in excess of ten percent of the courses offered are being taught by persons not having a major in the appropriate area.

The explanation might be that some of the courses are taught infrequently and therefore it would not be advisable to hire a specially trained person. It might also be that "other" courses are taught in order to fill an instructor's teaching load. There again, it might be that there is a shortage of teachers who are prepared in specific areas.

The next four crosstabs were tabulated to provide data related to the query, "Are there identifiable trends in selection variables at the two year college level?" When interpreting these printouts, it is assumed that employment at the two year college level has been uninterrupted since initial hiring. That is, if a respondent has indicated that he or she has taught at the two year college level for eleven years, it is assumed those are the last eleven years. It is understood, of course, that this is not 100% accurate. Also, for ease of questionnaire completion, respondents were asked to check a category response rather than to write in specific answers. Therefore, assumptions have to be made that within a five year category, for instance (6-10 years), responses would be randomly and therefore evenly distributed across years within that category.

Crosstab C-3 attempts to identify trends in hiring candidates who have had previous experience teaching at the secondary level. During the last five years 195 or 63% of the respondents had no previous experience teaching at the secondary level. During the preceding 5 years, 129 or 54% of those persons hired during that period had no secondary teaching experience. Of those persons hired 11 to 15 years ago, 28 or 39% of those respondents had no secondary teaching experience. The frequency of responses for those hired more than 16 years ago is too small for justifiable inferences to be made. Therefore it can be seen that there is more of a tendency (from 39% to 54% to 63%) for two year colleges to hire candidates with no secondary teaching experience.

Looking at the number of personnel hired who had 1 to 5 years of secondary teaching experience, the percent drops from 38% 11 to 15 years ago to 33% 6 to 10 years ago to 28% during the last five years.

Since the percentage of respondents with elementary level teaching experience is low, no analysis of that variable has been made, but from processed data it would seem that there is a trend to hire candidates with less classroom teaching experience.

As will be noted later in the administrator response, 30% of the administrators recruit in K-12 schools. This indicates a desire to hire people with such experience. The open-ended comments also note the benefits of secondary teaching experience.

If such experience is desirable, and if two year schools are tending to hire fewer personnel with such experience, it might be beneficial to make available to newly hired personnel, pre-service or in-service instruction to compensate for this lack of desired experience.

Crosstab C-4 compares the amount of teaching-related work with the number of years teaching at 2 year schools. During the last three 5 year periods the percent of new employees with no teaching-related work experience has been 21%, 23% and 15%. Those with 1 to 5 years of teaching-related work experience has been 40%, 29% and 35%.

It can be seen therefore, that hiring practices concerning this variable have been relatively stable.

Crosstab C-5 compares area of college major with the number of years teaching in 2 year colleges. A perusal of this printout shows hiring trends in subject areas. As might be expected with the recent rapid growth of two year schools, most content areas show increased employment, but some areas increased proportionately more than others.

Crosstab C-6 provides data concerning the comparison of age to highest degree earned.

Although one might not expect many people in the 21-25 year old age bracket to have a masters degree, in fact 62.5% of the respondents do. As the age variable increases in 5 year categories, the percentages of eprsonnel who have earned a masters as their highest degree are 73.4%, 74.8%, 73.9%, 81.9%, 74.0%, 61.4%, 75.0%, 53.8%, and 20%.

In reference to earned doctorates the percentage of respondents in the 26-30 year old category who have such a degree is 5.5%. As the age category increases, the percentages are 10.1, 6.7, 10.8, 7.8, 9.1, 10.0, 30.8, and 40.0. Except for the high doctorate percentages, those persons over 61 years of age, the variance of percentage is small.

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It might be assumed from the relative stability of the percentages that if a person has not attained a masters by age 25 or a doctorate by age 31, the probability is that he will not later attain one.

If it is perceived as desirable that advanced degrees be earned by two year college faculty members, apparently changes must be made to modify the present situation. These changes might range from alerting faculty members to the need for advanced degrees all the way to making acquisition of such degrees more accessible in terms of distance, time, and finances.

The other three Crosstabulations compare the variable "years of teaching-related work" with "highest degree earned" (Appendix C-7), "hours beyond highest degree" (Appendix C-8), and "total years in teaching" (Appendix C-9). The purpose of these runs was to get a feel for the amount of preparation of various personnel.

Administrator Response

The first five questions on the administrative questionnaire (Appendix D-1) refer to recruiting practices. Questions 6 through 16 assess the administrators' perception of faculty needs. Questions 17 through 22 relate to problems and suggestions for remediation. Questions 23 through 28 refer to services for specific student needs, and the last question is open-ended asking for comments.

Each of the first five questions had two parts:

1. Part A contained multiple items describing experiences or characteristics of candidates which could be checked by the respondent if appropriate; and
2. Part B which contained a table on which the respondent could indicate the percentage of success which he had in hiring a candidate having those characteristics which he had checked off in Part A.

The purpose of these five questions was to find out what administrators are looking for when they hire and at the same time to ascertain their success in obtaining persons with the desired characteristics. The reasoning behind this, of course, was to assess the needs of the administrators so that future training of educators could be properly focused to meet these needs.

Tables in this paper report frequencies and percentages for Part A of each question but report only frequencies for Part B. Because of the number of persons who did not complete Part B (averaging 10%-12%) and because of the large number of responses which were coded as inappropriate

(if an administrator had not checked an item in Part A, it would be inappropriate to expect a check in Part B. Often this category included three quarters of the responses) these percentages are not reported or interpreted in the narrative. The information is contained, however, in Appendix D-1.

For each of the first five questions, the respondent could check off more than one response. Therefore, in the appended printout analysis, each choice item in each question has been treated as a separate question.

Question 1: variable - amount of educational preparation and related experiences

This question listed four levels of education preparation and three types of work experiences which administrators could check if applicable. Table 28 (extracted from pages 7-22, D-1) contain data related to this variable.

Characteristic (A)			% of Success in Hiring (B)				
Frequency	Percentage		Less than 50%	50%	75%	90%	100%
9	9.7	Preparation level-2 yr. degree	2		1	4	
28	30.1	Preparation level-Bachelor's degree	3	1	1	3	13
75	80.6	Preparation level-Master's degree	3	4	13	20	27
15	16.1	Preparation level-Doctorate	7	1	1		3
43	46.2	Prior 2 yr. college teaching experience	15	10	4	3	7
30	32.2	Prior teaching experience-other than above	2	6	4	7	5
28	30.1	Prior teaching-related work experience	2	14	10	10	16
10	10.8	Other		1	2		2

Table 28. *Response to Item 1 in Administrative questionnaire.*

It can be seen in this table that most administrators (80.6%) look for a masters level preparation in prospective faculty members. They also feel that they are relatively successful in hiring a person with a masters. Administrators also prefer candidates with teaching experience (especially at the 2 year college level) or teaching-related work experience over those persons possessing a doctorate.

Comments on questionnaires indicated that administrators also looked at times for persons with professional licenses, that they looked for teaching experience at predominately black colleges, that they desired persons with experience with BOCES, and that at times they desired professional personnel such as medical doctors and dentists.

The reader should realize, of course, that a questionnaire surveying eight different schools with a variety of subject offerings and asking information concerning many aspects of administration, must necessarily be somewhat general. For any specific opening, a two year degree may be adequate or a doctorate may not suffice. Therefore, during the interviews and/or the questionnaires, respondents would indicate something like, "It depends, but . . ."

It is also repeated here that a respondent could check off more than one characteristic. Therefore, he could indicate that he sometimes, for example, looks for a two year preparation level while at other times he prefers a doctorate, or a combination of characteristics.

Question 2: variable - area of preparation

This question attempted to assess what area of educational preparation administrators were seeking when they hired. That is, were they, for example, looking for personnel who had strong discipline (content area) background but not necessarily having a teacher education preparation,

or were administrators seeking persons who had strong vocational or technical educator experience? Table 29 (extracted from pages 23-30, D-1) reports data related to this question.

Area of Preparation (A)			% of Success in Hiring (B)				
Frequency	Percentage		Less than 50%	50%	75%	90%	100%
36	38.7	Vocational-technical	6	2	3	10	9
56	60.2	Teaching (technical preparation)	6	8	9	7	12
69	74.2	Academic (disciplinary)	4	3	8	12	28
27	29.0	Other	2	2	4	5	7
6	6.5	No Information					

Table 29. *Frequencies and percentage response to Item 2 on the Administrative questionnaire.*

It can be seen that most administrators look for personnel who have a specific content area preparation and those with teaching preparation.

Question 3: variable - sex of candidate

It is realized that the sex of a candidate cannot be used as a criterion for or against hiring an applicant. It is also realized that there is a dearth of females who are employed in institutions of higher learning, and that in certain situations the sex of the employee aids or detracts from the effective completion of a job (e.g. a female patient may prefer to have a female rather than a male nurse assist her.) Therefore, if all other qualifications are equal, there may be a desire to hire a person of a particular sex. The purpose of this question is, therefore, to see if there is a need to train more individuals of a particular sex.

Table 30 (extracted from pages 31-34, D-1) reports data concerning this variable.

Sex (A)			% of Success in Hiring (B)				
Frequency	Percent		less than 50%	50%	75%	90%	100%
68	73.1	Male	1	6	5	6	42
65	69.9	Female	12	7	5	5	23
6	6.5	No Info					
11	11.8	Depends -- don't know					

Table 30. *Frequency and category percentage response to question 3 on the administrative questionnaire.*

As might be expected, many of the respondents played it down the middle and checked both categories. (Luckily no one suggested "other"). There were 17 respondents who didn't answer or answered only "depends". Many comments were written on the questionnaires most of which centered around an "equal opportunity" theme or stated that sex was not an important factor in the hiring process.

Other comments were:

-"We don't have any females in our department".

-"We get mostly male applicants. We want some females on staff, but we just can't help it".

-"We don't have much choice".

-"We would like to train some male nurses, but they don't make applications".

-"We are looking for minorities".

Question 4: variable - Recruiting methods

Table 31 (extracted from pages 35-46, D-1) reports data concerning this variable.

Method of Recruiting (A)			% of Success in Hiring (B)				
Frequency	Percentage		Less than 50%	50%	75%	90%	100%
37	39.8	Professional conferences	18	3	1	3	3
73	78.5	By unsolicited application	12	7	9	11	21
48	51.6	Advertising in journals, papers, etc.	13	5	6	4	10
47	50.5	Contact with 4 yr. school	11	9	8	4	3
68	73.1	Word of mouth	17	14	4	7	11
12	12.9	Other	2	2		1	2
8	8.6	No Information					

Table 31. *Frequency and category percentages of responses relating to recruiting methods.*

It can be seen that the most successful method of hiring is through perusal of applications. Although almost 40% of the respondents did recruit at conferences, the procedure was relatively ineffective. Almost three quarters of the respondents recruited using word-of-mouth procedures, but that was also not especially effective.

Other comments:

-"We sent notices to Black communities".

-"We have a Black Search committee".

-"We recruit at BOCES".

-"We accept recommendations from the faculty".

Question 5: variable - recruiting sources

Table 32 reports data concerning recruiting sources.

Recruiting Source (A)			% of Success in Hiring (B)				
Frequency	Percentage		Less than 50%	50%	75%	90%	100%
49	52.7	4 year colleges	12	4	7	8	8
28	30.1	4 year college with specific 2 year college preparation program	12	3	4	4	3
33	35.5	other 2 year schools	10	7	4	3	3
44	47.3	industry or business	7	5	9	5	8
28	30.1	K-12 teachers or schools	9	4	2	2	3
26	28.0	other	5	2	1	4	6
8	8.6	No Information					

Table 32. *Frequency and category percentage of responses relating to recruiting sources.*

Most administrators tend to recruit at four year colleges and in the field (business and industry). Both sources appear to be the most effective method of recruiting.

Comments relating to this question included:

-"From point of view of salary, it is hard to compete with K-12 schools".

-"We inquire through professional organizations".

-"College placement offices".

-"Personal contacts".

-"Media".

Questions 6 through 16 relate to administrators' perceptions of needs of their faculty. These questions cover the same content as did question 20 and questions 23 through 32 on the faculty questionnaire.

Question 6: variable - staff has sufficient teaching-related work experience.

Table 33 (extracted from page 59, D-1) reports data related to this variable.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	3	7	37	38	8
Percentage	3.2	7.5	39.8	40.9	8.6

Table 33. *Frequency and category percentage of administrators' attitude toward the statement, "My present faculty has sufficient teaching-related work experience".*

Note that 80.7% of the administrators feel that their staff has sufficient teaching-related work experiences. It has been reported that 75.3% (table 12) of the faculty feels that their teaching-related work experiences were valuable to them as college teachers.

Question 7: variable - staff needs more professional teacher education courses

Table 34 (extracted from page 60, D-1) reports data related to this variable.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	21	19	41	7	5
Percentage	22.6	20.4	44.1	7.5	5.4

Table 34. *Frequency and category percentage of administrators' attitude toward the statement, "My present faculty needs more professional teacher education courses".*

It can be seen that a majority (51.6%) of the respondents feel that staff members need additional teacher preparation courses. This compares to the 41.5% (table 15) of the faculty who feel that more teacher preparation courses would not improve their teaching effectiveness. It should be noted that there is a difference in the wording of these two questions. The faculty response does not indicate that they do not need additional preparation about teaching, but feel that teacher-preparation courses, as they have experienced them and perceive them, would not assist in improving teaching effectiveness. On the other hand, administrators feel more teacher preparation courses are necessary for their staff.

Question 8: variable - staff needs more audio-visual techniques instruction

Table 35 (extracted from page 61, D-1) reports data concerning this item.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	5	16	46	21	5
Percentage	5.4	17.2	49.5	22.6	5.4

Table 35. *Frequency and category percentage of administrators' attitude toward the statement, "My faculty needs to learn more about classroom utilization of audio-visual materials and techniques".*

72.1% of the administrators feel that their staff needs updating in the area of audio-visual instruction. This is quite comparable to the 69.2% (table 16) of the faculty who feel that they need additional training in this area.

Question 9: variable - staff needs educational psychology instruction

Table 36 (extracted from page 62, D-1) reports data relevant to this item.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	4	20	51	14	4
Percentage	4.3	21.5	54.8	15.1	4.3

Table 36. *Frequency and category percentage of administrators' attitude toward the statement, "My faculty needs to learn more about classroom utilization principles of learning and/or instruction".*

It can be seen that 69.9% of the administrators feel that their faculty is in need of additional instruction in applications of educational psychology principles. This compares with 59.7% (table 17) of the faculty who have the same feelings.

Question 10: variable - staff needs to individualize for student abilities

Table 37 (extracted from page 63, D-1) reports data related to this question.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	9	16	36	27	5
Percentage	9.7	17.2	38.7	29.0	5.4

Table 37. *Frequency and category percentage of administrators' attitudes toward the statement, "My faculty needs to learn methods to make their instruction more responsive to individual student differences in ability".*

A majority of the administrators (67.7%) feel that their staff needs training in order to make their instruction more responsive to student individual abilities. This percentage is quite comparable to the number of faculty members (72.1%) who have the same feeling about themselves.

Although the need for more effective individualization has undoubtedly always existed, the open admission policies and equal opportunity programs initiated on college campuses within the last decade have undoubtedly focused attention on this topic. The interviews with college staff indicated that the need to make the curriculum and instructional techniques relevant and practical to a wide range of student abilities is a major concern to educators.

Question 11: variable - staff needs to individualize for student interests

Table 38 (extracted from page 64, D-1) contains data relevant to this variable.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	7	16	43	23	4
Percentage	7.5	17.2	46.2	24.7	4.3

Table 38. *Frequency and category percentage of administrators' attitudes toward the statement, "My present faculty needs to learn methods to make their instruction more responsive to individual student differences in interests".*

The administrators (70.9%) and the faculty (70.0%) both feel that further training in this area of teaching is desireable.

Question 12: variable - staff needs instruction about psycho-social development of their students

Table 39 (extracted from page 65, D-1) reports data related to this topic.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	12	21	39	16	5
Percentage	12.9	22.6	41.9	17.2	5.4

Table 39. *Frequency and category percentage of administrators' attitudes toward the statement, "My present faculty needs to know more about the psycho-social development of the contemporary 2 year college student".*

The above table indicates that 59.1% of the administrators feel that their staff needs instruction in the area of psycho-social growth of the contemporary college student. 60.2% (table 20) of the faculty feel that they need such instruction.

Question 13: variable - staff needs training about new instructional trends

Table 40 (extracted from page 66, D-1) reports data related to this variable.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	6	20	43	19	5
Percentage	6.5	21.5	46.2	20.4	5.4

Table 40. *Frequency and category percentage of administrators' attitude toward the statement, "My present faculty needs to know more about new instructional trends at the higher education level".*

More than 66% of the administrators agree that their staff needs further instruction about new instructional trends. It has been reported (table 21) that 79.9% of the faculty feel that they need such education.

Question 14: variable - staff needs to know more about 2 year college philosophy and organization

Table 41 (extracted from page 67, D-1) reports data concerning question 14.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	13	29	36	10	5
Percentage	14.0	31.2	38.7	10.8	5.4

Table 41. *Frequency and category percentage of administrators' attitude toward the statement, "My present faculty needs to know more about the philosophy and organization of 2 year colleges".*

Table 41 indicates that about half (49.5%) of the administrators feel that their staff needs to learn more about the purposes and structure of two year colleges. Table 22 reported that almost the same percentage (47.4%) of the faculty feel that they need more background concerning this subject.

Question 15: variable - staff needs updating in own discipline

Table 42 (extracted from page 68, D-1) presents data concerning this variable.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	12	27	32	16	6
Percentage	12.9	29.0	34.4	17.2	6.5

Table 42. *Frequency and category percentage of administrators' attitude toward the statement, "My present faculty needs updating concerning developments in their own discipline".*

Table 42 indicates that little more than half (51.6%) of the administrators feel that their staff needs content updating. Table 23 reported that more than two thirds (69.4%) of the faculty feel that they need discipline area updating.

The following table was constructed to show response relationship between comparable questions on the faculty and on the administrator questionnaires.

Number on Faculty Questionnaires	Number on Administrative Questionnaires	Percentage of Administrators responding "agree"	Percentage of Faculty responding "agree"	Question Content faculty needs --
23	7	51.6	41.5	Teacher Preparation Courses
24	8	72.1	69.2	Audio-Visual Techniques
25	9	69.9	59.7	Educational Psychology Principles
26	10	67.7	72.1	Individualization for Abilities
27	11	70.9	70.0	Individualization for Interests
28	12	59.1	60.2	Psycho-Social Growth
29	13	66.2	79.9	New Instructional Trends
30	14	49.5	47.4	Philosophy and Organization of the 2 Year School
31	15	51.6	69.4	Discipline Update

Table 43. *Percentages of "agree" responses of administrators and faculty members on comparable responses.*

The table shows that high percentages of both the administrators and the faculty respondents perceive a need for continued education for present two year college teachers.

This may be glossed over by comments like "The questions were loaded because everyone knows that we can always learn more." Granted that the questions, since they were designed by educators to assess perceptions of educators concerning education needs, relate to educational needs, the questions do not ask "Can you learn more?" about specific topics but asked instead, "Do you need to learn more?" The interpretation of responses, therefore, becomes valid and meaningful.

It should be noted that although Table 43 indicates a dual perception of need for further education of two year college faculty, further analysis stimulates a serendipitious question. It is to be understood that the faculty percentage response indicates that the percentage of respondents feel that they themselves need specific instruction. The administrator response only tells us that they feel that members of their staff need training in a specific area. Whether their response means some, much, or all of their staff needs some training is not known from this questionnaire. However, because such a large percentage of teachers feel that they themselves need instruction, one must wonder about the perceptions of administrators who responded "mildly disagree" and especially about those who responded "strongly disagree" to statements about educational needs of their faculty.

Question 16: variable - staff use of behavioral objectives

Table 44 (extracted from page 69, D-1) reports data relevant to this variable.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	5	25	37	18	8
Percentage	5.4	26.9	39.8	19.4	8.6

Table 44. *Frequency and category percentage of administrators' attitude toward the statement, "My faculty utilizes behavioral objectives".*

The above table indicates that 59.2% of the administrators perceive their faculty as utilizing behavioral objectives in their instruction. Table 24 reported that 84.0% of the faculty reported that they use such objectives.

Question 17: variable - areas needing to be strengthened

This was an open-ended type question. Responses were collapsed into nine general categories. These were: business-industrial developments, student needs job market, evaluation needs, teaching methods, organization-decision making, finance, committee credit, other. The following table summarizes these categories from data located on pages 70 and 72 in D-1.

Category	Frequency	Percentage
Business-industrial development	23	24.7
Student needs	9	9.6
Job market	2	2.1
Evaluation needs	9	9.6
Teaching methods	15	16.1
Organization-decision-making	1	1.1
Financial	1	1.1
Committee credit	1	1.1
Other	7	7.5
No Information	36	38.7

Table 45. *Frequency and category percentage of administrators in response to question 17.*

It was possible for respondents to make more than one comment. All comments are located in Appendix D-2.

A perusal of Appendix D-2 indicates that major concerns deal with updating of knowledge to make offerings practical to present industry-business demands and the application of learning theories to improve instruction and make it more student oriented.

Question 18: variable - method of remediating

Data on pages 71, 73, and 75 report responses which were collapsed into several categories. The following table summarizes that data.

Category	Frequency	Percentage
Curriculum planning	8	8.6
Seminars-workshops	29	31.2
Better communication	16	17.2
Release time	9	9.7
Smaller teaching load	1	1.1
Financial help	3	3.2
Other	8	8.6
No Information	36	38.7

Table 46. *Frequency and category percentage of administrators' response to question 18.*

All comments are located in Appendix D-3. Most suggestions relate to further specialized education in the form of workshops and conferences.

Question 19: variable - suggested course format

This question is similar to question 35 on the faculty questionnaire. It was possible for respondents to check more than one item in the question. Table 47 (extracted from pages 76 through 82 in D-1) provide data related to this variable.

Characteristic	Frequency	Percentage
Inservice format on my campus	66	71.0
Course should be on 4 year campus	21	22.6
Workshop format	59	63.4
On my campus with instruction observation	26	28.0
Traditional format	21	22.6
Grant college credit	38	40.9
Other	8	8.6
No Information	12	12.9

Table 47. *Frequency and category percentage of responses of administrators desiring that future course offerings include the stated characteristics.*

Similar to the response of faculty, administrators felt that courses should be offered on-site and follow a workshop format. The similarity between administrators (22.6%) and faculty (22.1%) who desire the traditional three hour format is striking.

Question 20: variable - service provided by 2 year school

This question ascertained what facilities or services might be provided by the two year school if courses were offered on their campus. Table 48 (extracted from pages 83-86) provides data relating to this question.

Facility or Service	Frequency	Percentage
Facilities	68	73.1
Input to program design	57	61.3
Internships (with pay)	3	3.2
Internships (without pay)	31	33.3
Internships (with or without pay)	6	6.5
Other	11	11.8
No Information	14	15.1

Table 48. *Frequency and category percentage of response of administrators who felt that their institution could provide the indicated facilities or services.*

The table indicates that the majority of schools could provide facilities and would like program input if future courses were to be offered on-site.

Question 21: variable - Bachelor's level programs should be designed specializing in the instruction of potential 2 year college teachers

Table 49 (extracted from page 87, D-1) provides data relevant to this variable.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	29	19	22	19	4
Percentage	31.2	20.4	23.7	20.4	4.3

Table 49. *Frequency and category percentage of administrators' attitude toward the statement, "Specific courses should be offered for potential 2 year college teachers at the Bachelor's level".*

Again there is a strong similarity between the responses of the administrators (44.1%) and the faculty (46.0%, table 25) who agree with the statement.

Question 22: variable - Masters level programs should be designed specialising in the instruction of 2 year college teachers

Similar to question 38 on the faculty questionnaire, this question attempted to ascertain the need for special courses for 2 year college teachers at the masters level. Table 50 (extracted from page 88, D-1) provides data concerning this item.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	9	8	27	44	5
Percentage	9.7	8.6	29.0	47.3	5.4

Table 50. *Frequency and category percentage of administrators' attitude toward the statement, "Specific courses should be offered for 2 year college teachers at the Master's level".*

Administrators (76.3%) and faculty (71.4%, table 26) feel that special courses for 2 year college teachers should be offered at the master's level.

Questions 23 and 24: variable - student need for available personnel qualified to offer remedial instruction

These two questions relate to provision of remedial instruction especially in the areas of reading, mathematics, composition, etc. Table 51 (extracted from pages 90 and 91, D-1) report data relevant to these questions.

'We have students who need remedial instruction'.	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	2	3	16	67	5
Percentage	2.2	3.2	17.2	72.0	5.4

'Our staff can provide such instruction'.	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	7	10	33	36	7
Percentage	7.5	10.8	35.5	38.7	7.5

Table 51. *Frequency and category percentage of administrators' responses to questions 23 and 24.*

The above table indicates that there are students in the 2 year colleges who need remedial instruction. In respect to this question, in the personal interviews, many administrators responded that they had special services (study centers, a small specialized staff, special materials and curriculum) to handle these "problems". However, many also stated that most classroom teachers are not presently able to a accomodate to these students. The open-ended questions (faculty question #40 and administrator question #29) as well as questions 26 and 27 on the faculty questionnaire and questions 10 and 11 on the administrator questionnaire tend to confirm this.

Questions 25 and 26: variable - student need for and available personnel qualified to offer guidance services

Table 52 (extracted from pages 92 and 93, D-1) provides data related to these questions.

'We have students who need guidance for transfer to 4 year schools'.	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	5	9	21	50	8
Percentage	5.4	9.7	22.6	53.8	8.7

'We have staff who can give necessary guidance'.	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	2	13	26	43	9
Percentage	2.2	14.0	28.0	46.2	9.7

Table 52. *Frequency and category percentage of administrators' responses to questions 25 and 26.*

The above table indicates that 76.4% of the administrators agree that they have students who need transfer guidance.

Question 27: variable - increased guidance contact

Table 53 (extracted from page 94, D-1) provides data relevant to this question.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	1	9	29	46	8
Percentage	1.1	9.7	31.2	49.5	8.6

Table 53. *Frequency and category percentage of administrators' attitude toward the statement, "There should be greater contact between two and four year schools to provide guidance services to students".*

In spite of responses to the preceding question, it can be seen that a large majority (80.7%) feel that more communication in the area of guidance services is desired by 2 year college administrators.

Question 28: variable - greater articulation between 2 and 4 year schools

This question expands upon #27 to include articulation between 2 and 4 year schools but not limited to guidance topics.

Table 54 (extracted from page 85, D-1) provides data related to this question.

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree	No Information or N/A
Frequency	0	4	27	56	6
Percentage	0	4.3	29.0	60.2	6.5

Table 54. *Frequency and category percentage of administrators' attitude toward the statement, "There should be greater contact to provide articulation between two and four year schools".*

The above table indicates the large percentage (89.2%) of administrators who feel that strategies and structures to improve communication between 2 and 4 year schools is necessary.

Question 29: variable - open-ended comments

Forty-one of the respondents added comments to the questionnaire. These comments are located in Appendix D-4.

APPENDIX A-1

Blank Faculty Questionnaire

Research and Development Complex
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

FACULTY QUESTIONNAIRE

This questionnaire is one part of an exploratory survey being conducted by the Research and Development Complex of the State University College of Buffalo to assess educational needs of two year college faculties. Since this questionnaire is anonymous, please answer all sections as completely as possible.

Most of the questions are of the multiple choice format and need no explanation. However, those questions that include a rating scale all follow the form of ranking the strength of your agreement with the statement. Please **CIRCLE** the response which agrees most closely with your opinion.

In any case where you want to make additional comments in response to a question, please do.

After completing the questionnaire, please return in the stamped, addressed envelope provided.

1. Course(s) presently teaching

a) _____
b) _____
c) _____
d) _____

2. Age

_____ 21-25
_____ 26-30
_____ 31-35
_____ 36-40
_____ 41-45
_____ 46-50
_____ 51-55
_____ 56-60
_____ 61-65
_____ over 65

3. Highest Degree Attained

_____ High School
_____ Two year degree
_____ Bachelor's degree
_____ Master's degree
_____ Doctor's degree

4. Major Area of Study (e.g. Sociology, Chemistry, Nursing)

_____

5. State certification or professional license (if any).

Specify area _____

6. Number of hours beyond highest degree

_____ 0-5
_____ 6-10
_____ 11-15
_____ 16-20
_____ 21-25
_____ 26-30
_____ More than 30

7. Total number of hours in education or teacher preparation courses

_____ 0-5
_____ 6-10
_____ 11-15
_____ 16-20
_____ 21-25
_____ 26-30
_____ More than 30

Questions 8-14 include part-time experience

8. **TOTAL** number of years in work experiences (e.g. business or industry) related to my present teaching area

_____ 0
_____ 1-5
_____ 6-10
_____ 11-15
_____ 16-20
_____ 21-25
_____ 26-30
_____ More than 30

9. **TOTAL** number of years in teaching

_____ 0
_____ 1-5
_____ 6-10
_____ 11-15
_____ 16-20
_____ 21-25
_____ 26-30
_____ More than 30

10. **TOTAL** number of years teaching at two year college level

_____	0	_____	16-20
_____	1-5	_____	21-25
_____	6-10	_____	26-30
_____	11-15	_____	More than 30

11. **TOTAL** number of years at present institution

_____	0	_____	16-20
_____	1-5	_____	21-25
_____	6-10	_____	26-30
_____	11-15	_____	More than 30

12. **TOTAL** number of years teaching secondary level

_____	0	_____	16-20
_____	1-5	_____	21-25
_____	6-10	_____	26-30
_____	11-15	_____	More than 30

13. **TOTAL** number of years teaching elementary level

_____	0	_____	16-20
_____	1-5	_____	21-25
_____	6-10	_____	26-30
_____	11-15	_____	More than 30

14. **TOTAL** number of years teaching other (e.g. military services, four-year college) specify: _____

_____	0	_____	16-20
_____	1-5	_____	21-25
_____	6-10	_____	26-30
_____	11-15	_____	More than 30

15. I presently belong to a teachers' association or teachers' union

_____ yes _____ no

If yes, please list _____ _____

16. I presently belong to other professional groups

_____ yes _____ no

If yes, please list _____ _____

_____ _____

17. I have publications in teaching-related areas:

_____ yes _____ no

18. I plan to be teaching at the two year college level four years from now

_____ yes _____ no

19. If not, I will be

_____ teaching at 4 year college
_____ teaching grade 1-12
_____ out of teaching
_____ retired
_____ other teaching (e.g. military, industry, government) Please specify

20. My teaching-related WORK experiences (see question 8) have been of value to me as a 2 year college teacher.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree - Not Appropriate

21. My previous TEACHING experiences (questions 9-14) have been of value to me as a 2 year college teacher.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree - Not Appropriate

22. My educational experiences (questions 3-7) have been of value to me as a 2 year college teacher.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree - Not Appropriate

23. I feel that more teacher preparation education background would increase my teaching effectiveness.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

24. I need to learn more about the use of audio-visual materials and techniques.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

25. I need to learn more about principles of learning and/or instruction.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

26. I need to learn to make my instruction more responsive to individual student differences in ability.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

27. I need to learn to make my instruction more responsive to individual differences in interests.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

28. I need to know more about the psycho-social development of the contemporary 2 year college student.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

29. I need to know more about new instructional trends at the higher education level.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

30. I need to know more about the philosophy and organization of 2 year colleges.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

31. I need updating concerning developments in my own discipline.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

32. My instruction utilizes behavioral objectives.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

33. I am presently taking college level courses.

_____ yes _____ no

34. For my own enrichment I would like to see courses offered which cover the following specific topics

_____ _____ _____ _____

35. In reference to question 34, such a course should have the following format or characteristics. (check more than one if desired)

_____ in-service on my campus
_____ on 4 year college campus
_____ workshop
_____ on site training and observation by instructor
_____ traditional 3 hour courses but covering topics mentioned in question 34
_____ count as credit for next degree or certificate
_____ other - specify _____

36. If such courses were offered, I would enroll for them.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

37. I feel that specific degree programs should be offered for POTENTIAL 2 year college teachers at the Bachelor's level.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

38. I feel that specific degree programs should be offered for potential and/or current 2 year college teachers at the Master's level.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

39. I feel that in-service courses should be offered to current 2 year college teachers.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

40. Please use this space for additional comments:

APPENDIX A-2

Blank Administrator Questionnaire

Research and Development Complex
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

ADMINISTRATIVE QUESTIONNAIRE

This questionnaire is one part of an exploratory survey being conducted by the Research and Development Complex of the State University College of Buffalo to assess educational needs of two year college faculties. Since this questionnaire is anonymous, please answer all sections as completely as possible.

Most of the questions are of the multiple choice format and need no explanation. However, those questions that include a rating scale all follow the form of ranking the strength of your agreement with the statement. Please **CIRCLE** the response which agrees most closely with your opinion.

In any case where you want to make additional comments in response to a question, please do.

After completing the questionnaire, please return in the stamped, addressed envelope provided.

PART 1. The following 22 questions refer to staff recruiting needs and practices.

1. Availability of 2 year college teachers (Check both a & b)

a) Below are the characteristics/traits which I have looked for when recruiting. (Check more than one if desired)

b) This is the % to which I have been successful in obtaining an instructor with the traits c checked.

	Less than 50%	50%	75%	90%	100%
Preparation level 2 year degree					
Preparation level Bachelors					
Preparation level Masters					
Preparation level Ph.D					
Prior 2 year college teaching experience					
Prior teaching experience other than 2 year college					
Prior teaching-related work experience					

2. Areas of Preparation (Check both a & b)

a) Below are the areas of educational preparation I look for when recruiting. (Check more than one if desired)

b) This is the % to which I have been successful in obtaining an instructor with the traits checked.

	Less than 50%	50%	75%	90%	100%
Vocational					
Teaching					
Academic					
Other (please specify)					

3. Sex (Check both a & b)

a) When I am recruiting, I tend to choose. (Check more than one if desired)

b) This is the % to which I have been successful in obtaining an instructor with the traits checked.

	Less than 50%	50%	75%	90%	100%
Male					
Female					

4. Method of recruiting new staff members (Check both a & b)

a) I presently use the following methods of recruiting.

b) This is the % of success of recruiting methods.

	Less than 50%	50%	75%	90%	100%
Professional conferences					
By application					
Advertising in journals, papers, etc.					
Contact with 4 year schools					
Word of mouth					
Other (specify)					

5. Sources for recruiting new staff members (Check both a & b)

a) I presently use the following sources when recruiting.

b) This is the % of success of recruiting methods.

	Less than 50%	50%	75%	90%	100
4 year colleges					
4 year colleges with specific 2 year college preparation programs					
other 2 year schools					
industry or business					
K 12 teachers or schools					
other (specify)					

6. I feel members of my present faculty has sufficient teaching-related work experiences.

Strongly Disagree · Mildly Disagree · Mildly Agree · Strongly Agree

7. I feel members of my present faculty need more professional teacher education courses.

Strongly Disagree · Mildly Disagree · Mildly Agree · Strongly Agree

8. I feel members of my present faculty need to learn more about classroom utilization of audio-visual materials and techniques.

Strongly Disagree · Mildly Disagree · Mildly Agree · Strongly Agree

9. I feel members of my present faculty need to learn more about classroom utilization principles of learning and/or instruction.

Strongly Disagree · Mildly Disagree · Mildly Agree · Strongly Agree

10. I feel members of my present faculty need to learn methods to make their instruction more responsive to individual student differences in ability.

Strongly Disagree · Mildly Disagree · Mildly Agree · Strongly Agree

11. I feel members of my present faculty need to learn methods to make their instruction more responsive to individual student differences in interests.

Strongly Disagree · Mildly Disagree · Mildly Agree · Strongly Agree

12. I feel members of my present faculty need to know more about the psycho-social development of the contemporary 2 year college student.

Strongly Disagree · Mildly Disagree · Mildly Agree · Strongly Agree

13. I feel that members of my present faculty need to know more about new instructional trends at the higher education level.

Strongly Disagree · Mildly Disagree · Mildly Agree · Strongly Agree

14. I feel that members of my present faculty need to know more about the philosophy and organization of 2 year colleges.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

15. I feel that members of my present faculty need updating concerning developments in my own discipline.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

16. My faculty utilizes behavioral objectives.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

17. Specific areas needing to be strengthened (i.e. relevancy to current needs, relevancy to current knowledge and technology, appropriateness to theories of learning, etc.) Please specify.

18. These areas needing to be strengthened might best be remedied by: (Please specify)

19. If courses were offered, the following format or characteristics should be included (Check more than one if desired).

_____ in-service on my campus
_____ on 4 year college campus
_____ workshop
_____ on-site training and observation by instructor
_____ traditional 3 hour course but covering relevant topics
_____ count as credit for next degree or certificate
_____ other (specify) _____

20. If courses were to be on-site, my institution could provide

_____ facilities
_____ input to program design
_____ internships with pay
_____ internships without pay
_____ other (specify) _____

21. Specific courses should be offered for POTENTIAL 2 year college teachers at the Bachelors level.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

22. Specific courses should be offered for 2 year college teachers at the Masters level.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

PART 2. The remaining questions refer to specific student needs.

23. My institution has students who have need of remedial or developmental courses in basic reading, mathematics, composition, etc.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

24. My staff includes personnel academically qualified to accomodate to the students in question 23.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

25. Students at my institution need guidance services for transfer to four year colleges.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

26. My staff has sufficient background to provide guidance services in question 25.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

27. I believe there should be greater contact between two and four year schools to provide guidance services to students.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

28. I believe there should be greater contact to provide articulation between two year schools and four year schools.

Strongly Disagree - Mildly Disagree - Mildly Agree - Strongly Agree

29. Please use this space for additional comments that you feel might help this survey be more meaningful.

APPENDIX B-2

Responses to Faculty Questionnaire No. 34, "For my own enrichment I would like to see courses offered which cover the following specific topics" categorized by school and totaled.

SUBJECT	Schools 1	2	3	4	5	6	7	8	TOTAL
Administration	2	1	1	1		3	2	1	11
Audio Visual (all aspects)	12	7	7		3	3	5	5	42
Accounting	1	1	2			5	2	3	14
Agriculture	2								2
Arts	3	1	1		5		2		12
Automechanics	3		1			2	2	2	10
Airconditioning	1								1
Analysis		3					1	1	5
Algebra		1							1
Animal Behavior		1							1
Anthropology				1	1				2
Archaeology					1				1
Aesthetics							1		1
Biology	2	3	1	2	1	2		3	14
Business Administration	1								1
Business Methods	1		1					1	3
Behavior Modification	1				1		3	1	6
Business, general	1					1			2
Behavior, Student	1		1						2
Business Math		2							2
Behavioral Studies		1	2			1			4
Bronze Casting						1			1
Botany								1	1
Computer Programming	1		1						2
Computers Systems	1		1	1				2	5
Chemistry (biochemistry)	2		2			4	5	2	15

SUBJECT	Schools 1	2	3	4	5	6	7	8	TOTAL
ommunication (Interpersonal)		1	1				1	2	5
omputer Assisted Instruction	1				2	3	6		12
omputer Math	2								2
onsumerism	3			1					4
ter Applications	2								2
omputer Scienc		2		1		4	2		9
ounseling		1			1		3	1	6
rafts		1		1			1		3
alculus				1	1			1	3
onservation			1		1				2
ommunity College (role of, etc.)			3		1	2	4	4	14
urrent Events			1						1
ytoloty							3		3
oncrete							1		1
ognitive mapping								2	2
riticism								1	1
ata Processing	1	1							2
eath (suicides)		2				2			4
ynamics (group)		3			2	2			7
rugs					1				1
ance							1		1
ducation, general	2	1	2	1	3	3	3	1	16
ducation (nature and needs, psych.)	1	9	1		3		3	2	19
ducation (English)			2		1			1	4
lectronics	1	2	1				2	1	7
ffective Education	1			2				1	4

SUBJECT	Schools 1	2	3	4	5	6	7	8	TOTAL
Economics	3	1	1		4	2	1	1	13
Engineering	1		1						2
Ecology	1	3		2			2		8
Environment, general	1	2			3				6
Evaluation		1		1	1	1	6	5	15
Education Techniques (Curr. Dev.)			3	1	1	3	6	1	15
Endocrinology					1				1
Ethics							1		1
Funding	1								1
First Aid	1								1
Food Services	1						1		2
Fertilizers	1								1
Farm[illegible]falls							2		2
Grading	1								1
Genetics	1								1
Government	1	1	1			1	2		6
History			1		1	1	2		5
Human Sexuality	5			1	2	1	3		12
Health Science (& Mental Health)	1	1			1			1	4
Health (maternal, pre-natal)	1		1		1		1		4
Home Improvement	1	1				1			3
Horticulture	1		1	1					3
Human Growth & Develop.	1		1		1	2			5
Humanities		1			1		1		3
Histology							1		1
Home Economics							1		1

SUBJECT	Schools 1	2	3	4	5	6	7	8	TOTAL
tructon (Indiv.)	2	2	1	1	2	5	3		16
tructional Develop.	1				1	1			3
ustry	1		1						2
tructional Materials	1						2	2	5
ustrial Psychology	1								1
tructional Trends	3		1			4	3	3	14
struction - Methods		1			1		4	2	8
dustrial Technology		1			1		1		3
munology								1	1
urnalism		1							1
terature	3	1	3		1		3		11
nguistics	1		2						7
nguages, Classical	1						1		2
nd Development	1								1
	3	1	2			2			8
rning	1								1
anguage, History of		1							1
ibrary Science		1							1
anguages, Foreign		3			1		3	1	8
aw/c-iminal justice					3	3	2	1	9
iberal Arts								1	1
Motivation (of student)	1				2	1	3	1	8
Math, general	2		3	1	2	3	6	3	20
Machinery	1	1				1	1		4
Management	2					2	1	1	6
Merchandising	1						2		3

SUBJECT	Schools 1	2	3	4	5	6	7	8	TOTAL
Medicine		2							2
Materials, Develop. of		1							1
Mass Media		2	1		3				6
Music				1	1				2
Mythology						1			1
Meditation							1		1
Nursing	2								2
Nursing Education		5		1				2	8
Nutrition	1								1
Neurology					1				1
Outdoor Education		1	1						2
Occupational Education			1						1
Philosophy	1					1	2	1	5
Psychology	5	2		2	2		2	3	16
Photography	1						2		3
Physical Education	3	1			3				7
Political Science	1				1		1		3
Physiology	1	2	1		1	1	3		9
Pathophysiology	1								1
Physics	1					2			3
Poetry		1							1
Plastics							1		1
Reading (Speed)	1				1				2
Reading	1					1			2
Recreation					2				2
Research					2	2		1	5

SUBJECT	Schools 1	2	3	4	5	6	7	8	TOTAL
Retailing							1		1
Supervision	1								1
Sociology	2	1	1		1	3	3	2	13
Statistics	2	4	1		2	2	2		13
Science	1	2				1			4
Science Education		2							2
Social Sciences		2		2				1	5
Speech (Rhetoric)					1				1
Speech & Theatre Arts			1	1	1				3
Survival		1							1
Tests & Measurements	2	3	3	1	3	2	10	5	29
Topology					1				1
Vocational Education	2				2	1			5
Writing (of Grants)	1								1
Writing (Composition)	2	1		1			3		7

APPENDIX B-3

Faculty Responses to the Open-ended Question No. 40.

1. My preparation was in the area of teaching Nursing in a two-year college so I feel I learned quite a bit about the two-year college student and Philosophy. However, when you apply (or try to apply) concepts of individualized learning with 115 students and limited teaching faculty who do no necessarily support your views or have the experience to implement them (which I don't either!), it becomes very frustrating. At least the "traditional" way has some security of success and it's difficult to go out on the limb and try to change success and it's difficult to go out on the limb and try to change it. I feel this is the area where one experienced person could afford to offer in-service training and supervision. (Not to be learned in a formal setting only.)

2. As you note, I have spent most of my time in four-year colleges and am perturbed at the attitude that two-year students are so different than four-year students. Until very recently, I have found them very much like four-year lower division students -- in fact, nearly half of our business students transfer credit. Open Admission -- I'm sorry to say -- will operate to lower the level of many two-year colleges.

3. In that I am so actively involved in a doctoral program at U.B., the thought of taking additional courses does not interest me. However, the possibility of continuing my involvement with Gene Steffen, with extension courses in instructional media is something that I want to do. I am presently handling two sections of the I-T.V. course and I handled one section of a basic graduate media course last spring.

4. I can't understand why an instructor with 25 years of experience in the automotive field, isn't entitled to the same rank, title and pay as a person who has spent four to six years studying English, History, etc.

5. I believe that if those teachers' Education Courses offered at Oswego and Buffalo through Vocational Technology Education Programs were given during the summer at , it would really serve this area of the state. Presently, if one wants to take these courses toward certification and a degree, he or she must go to Oswego, which not only creates a great expense but also a family inconvenience.

6. More attention should be given to level of competency needed at entry level jobs -- then much research needed as to uses of purely theoretical courses such as Economics, etc. -- If not used or able to be applied in the first five years out, does not much of this information become obsolete and should not we concentrate on up-dates for employed graduates?

7. The "average" two year teacher has sufficient background in his subject matter area, but doesn't understand the principles of teaching. The exception is the teacher who receives the education degree either as an undergraduate or a graduate.

   The two-year teacher needs to be subject-matter-oriented, but have an understanding of how to teach effectively.

8. In many technical areas, the likelihood of applicable courses being offered is very limited. This is because the potential enrollment for some areas (statewide) would be no more than six to ten people. Graduate credit specifically intended for those in my field is almost nonexistant!

9. How can a graduate institution, based on traditional Germanic elitist principles, hope to offer training to those involved in philosophically-Democratic institutions?

What experience will your "trainers" have? Will they be dedicated to the two-year college? Will they, in fact, be two-year college people?

Do you believe that two-year college personnel can offer courses to or at your institution? Do you feel that the two-year colleges can offer in-service training to your students who wish to become two-year college students?

Is there irony in your project?

10. Difficult to obtain enough people on one campus needing the same type of course at a technical college.

11. The biggest gap that I have found in education courses that I've taken has been that the course has been lecture-type with only a few exceptions. Those few exceptions have been labs or workshops dealing with the production of materials. It's rather amusing and mostly useless to take a course in, say, behavioral objectives, and be lectured on how to produce them or actually write them with nothing said about how to use them in the classroom. The same holds for TV, projectors, transparencies, computers, etc. It's nice to see how a film is made or how a computer works, but of much more value to know is how it can serve my classroom. This is where formal education has been missing the boat.

12. Your survey does not apply too well to me -- I do have cognates in higher education, teacher training and educational philosophy in addition to my areas of specialization. I am active in regional and national associations. There are false assumptions that two-year college requires, in instruction, some mysterious (and as yet undefined) training and that behavioral objectives are the "answer" to education - these are rather narrow, provincial views.

13. This is the first questionnaire I have seen this year (out of thousands -- or so it seems) where I could understand most of the questions!

14. I could improve my course -- presentation, approach, effectiveness if I had:

1. more equipment moneys
2. tuition waivers granted
3. more credit for in-service, factory schools, up-dating of myself in new and better ways of doing the jobs I teach, such as mechanics license, NYS inspector, etc.

15. Perhaps sufficient enrollment would make it possible to offer courses during summer school at local campuses. Make in-service and other teacher training courses more realistic and in line with the "real world". Discard "ivy covered" traditional courses which are out of touch with actual teaching conditions.

16. Great! -- We need an opportunity to take courses without having to travel so far.

17. I took a course in James Joyce at Buffalo last summer and enjoyed it very much. At the level we are able to teach here, I'm not sure the course has any direct value in my classroom teaching, but perhaps this is irrelevant. What we need (in my opinion) in two-year colleges are more people with a good general education. We have many bright teachers in their specific subject areas, but we lack a spirit of community that is (I presume) present in a group of people who have a generally wider background in the humanities and the social sciences, no matter what their specific fields.

18. You assume attitudes and needs -- Perhaps one is beyond this -- and has found one's milieu already!

19. There are many of my colleagues that have expressed an interest in learning-teaching techniques. These people have moved into teaching from industry and have no educational background. I think many of these people would support a program dealing with teaching techniques.

20. A traditional doctorate program is useless for most two-year college instructors.

21. Questions 23-27 are difficult to answer because I have a B.S. and M.S. with a strong educational structure. (i.e. 30 hours in the B.S. program alone.)

22. Someone who teaches on a two-year level should have worked in the field. You can't know the problems these kids encounter.

23. Masters or Doctoral candidate to enter classroom for a field quarter and observe and work with professor - learning for both of them.

24. 1. Masters program for two-year college instructors aimes at area of specialization as much as education.
2. Sabbatical leaves with remuneration be available for two-year college teachers pursuing a masters program.
3. Questions using more are too vague. "We all need more."
4. Really need masters program in horticulture specialists which can be attained without sabbatical.

25. In regard to 37 and 38: My experience has been that the kind of training given to secondary education teachers is adequate to teach in the community college. Of even greater value is secondary teaching experience.

26. We need free tuition!
We need constant updating!
We need equipment!

27. In this geographical area, there are at present no programs offered which lead to a Bachelor's, Master's or Doctoral degree in Nursing. This is a serious deterrent to educational advancement for those who are unable to leave the area to further their education.

28. Four-year institutions with graduate programs should organize a Doctoral Program relevant to preparing teachers for work in two-year colleges.

29. Two-year schools should be more career-oriented. We should start de-emphasizing the traditional liberal arts programs.

30. I think that technology faculty members across the state would respond to short courses (one-two weeks) in the summer -- at SUC Buffalo. The courses would be most useful in updating mechanical and electrical technology faculty in their disciplines.
Possible courses in electrical area:
1) Operational Amplifiers and Their Applications
2) CMOS Circuit Design
3) Minicomputers: Design and Application
4) Optoelectronics
Etc. . . . .
Also, courses in teaching techniques -- a seminar, perhaps -- would be useful.

31. Paternalism is nice but cooperation and sharing is a better approach. Even if you desire to deal with two-year college faculty in a paternalistic fashion, your programs and ideas can be marketed far more efficiently by developing a posture of cooperation and sharing. Try it. It may prove mutually rewarding!

32. I feel a two-year teacher does not need specialized courses to prepare for this environment. Why more specialization? We already have enough. A good teacher is not one that has taken 100 + 1 educational psychology, etc. courses!

33. I could buy Master's work not exceeding 12 semester hours in a 36-hour degree program. The emphasis should be on discipline content, since faculty prepare students for junior level work.

34. What would be of most value - so much that I can't even measure it - would be help from four-year institutions to get the teaching load in English at the two-year college lowered drastically. Our system is backwards. At the four-year schools, which take students in the upper quartiles, teachers are not required to teach more than two composition courses. While at the community college (many of them are open-door, as we are), we teach four sections of composition in a five-section load, and our students come from the lower quartiles. It is a tribute to the dedication of the teachers on our staff that our students do as well as they do, but all of us know we are not able, because of sheer numbers, to do the best job possible. You can offer all the

best of courses for us and slant degree programs toward two-year college teaching and that is good, but the real help would be the insistence by four-year college faculty that teaching loads must be lowered at the two-year college level!

35. In-service courses are offered to current two-year college teachers; I teach Dr. Thomas Gordon's Teacher Effectiveness Training to 24 faculty at this campus right now. What we could use is more ready access to credit in New York State.

36. I believe experience working with townspeople in field more important (juvenile probation, adolescent/child psychiatric units, etc.) once basic training is accomplished.
Believe Q#38 should include resident experience on good two-year campus.
Believe too few two-year college teachers have broad enough background to respond to needs of undergraduate instruction.
Believe (persuant to above) that multiple Masters more important than advanced standing (except for updating in field).

37. I guess I'm somewhat traditional. I feel that a good teacher must master content regardless of the level (two-year, four-year, secondary) he's teaching.

38. Our school's isolated location makes it difficult for the faculty to take advantage of state university facilities. It would help if they could be brought to us.

39. Quite frankly, I feel that most four-year faculty (as well as graduate school faculty) should come to the community college to learn how to teach! I just finished taking two education courses at Cornell - one of which was taught in the poorest manner and format that I have ever witnessed in 23 years in education.

40. A degree structured in such a way that the potential instructor gets both the area education and the two-year college education course.

41. Community college days are long; workload is high. Concentrated workshops and specific, practical in-service training courses would be invaluable. I have taken numerous and humanistic education workshops which have influenced my teaching considerably. I wish more academic disciplines, such as English, would offer content courses utilizing these approaches. Right now, I'm taking a Teacher's Effectiveness Training Course in active listening. It's extremely valuable. Why must all of these courses originate from personnel and guidance areas?

42. Two-year college faculty are too isolated - need intellectual stimulation - meetings - workshops - in-service training - doesn't matter which, but our budget cut first of all travel money which leaves us in a vacuum.

43. If you are talking about developing any kind of PhD program that would relate to two-year colleges, I don't want to go all the way back to undergrad education courses - and I also don't want a PhD in my own field. Some sort of program which presumes I have some knowledge in my discipline and also some knowledge of how to teach it.

44. 1) Non-research oriented Doctorate degree for two-year college teachers.
2) Some courses on this campus in summer and/or one academic-year degree granting on campus.

45. Feel that any teacher training institution should have strong affiliation with two-year colleges. And teach how to teach without methodology end all and be all (methodology should not be major emphasis as in training to teach kindergarten).

46. We have 300 RN's ready to take courses in Nursing.

47. I am involved in a Chautauqua-type program at Syracuse where I go a few days in the fall, a few days in the spring and, in the interim, write a report. Not a credit course; it's like a workshop; you learn a lot. Very beneficial.

48. We have no way anyone can get a BA in Nursing and it is impossible for any of the faculty to get MS or higher in Nursing. We can get a higher degree in Education but not in Nursing-related fields. Tuition is out of sight at private schools who have suggested they might offer such courses.

49. 1) No opportunities to get further credit except through own creativity which doesn't carry credit.
2) If there were opportunities to obtain credit while a two-year college teacher after masters' level, it would be taken advantage of.

50. I would like to see more things received by four-year schools from two-year schools as innovations in the field of education - i.e. more information-sharing - there's an informational component which doesn't get transmitted.

51. Because of the tight job market, we are getting a lot of university-oriented teachers into the community college.

It seems many of them could use a comprehensive orientation to the community college environment, its objectives, the student body, the "open door", the needs of the economically and educationally disadvantaged students, which are becoming a larger and larger part of our college population, etc.

In fact, most of us could use a continuous emphasis on ways and methods of improving our teaching effectiveness, keeping up with the latest technological developments, etc.

52. A series of specialized workshops, instructed by a specialist or specialists in very specific areas (e.g. Creative Writing, AV Utilization, Contemporary Writers, etc.) taught on the two-year campuses or at a centrally-located site would be the most beneficial.

One learns very little about how to be an excellent teacher from the bulk of education courses offered.

53. The two-year college instructor seems more aware of his students' needs and continues to keep up-to-date with current problems and knowledge in his field.

54. My philosophy is that the only difference between a faculty member at SUNYAB and one at the Community College level should be research interest (not potential but interest). I cannot accept the idea that we should prepare individuals for two-year schools anymore than we prepare them for University Centers or four-year schools. One cannot be overqualified to teach at a two-year institution. Faculty should come to two-year institutions because they want to teach almost exclusively. (We have faculty engaged in research.) While practical experience in teaching is valuable, I believe that education courses, per se, are of practically no use or value. The standard PhD. program should be changed so that, in addition to the research experience, or in lieu of part of it, students who so desire could engage in teaching and the acquisition of teaching skills (overhead, tape cassette, computer and video-tape).

55. In response to Questions #37-39:
#37. The program offered to students at State a few years ago who had graduated from a community college and had X years of experience had a lot of merit in my eyes.
#38. I feel this would help community college instructors who do not hold a degree in education.
#39. Again, it may help the person with no formal training in education.

56. I feel that four-year schools should be involved with more laboratory work (where students can apply a "hands on" approach). Leave the theory level to researchers at the doctoral level.

57. I'm interested in a PhD. program for a two-year college that I could attend on a parttime basis and work on related things that I'm teaching.

58. Wherever the word "teacher" appears, I have substituted the term "counselor", for that is what I'm doing.
Item #34: No specific course at this point. The difficulty I've encountered with taking additional graduate courses is the time that they are offered -- usually during the day.
Too, our school does not provide time for persons on 12-month contract to enroll in day courses.

59. Two-year college teachers should be:
1. As well prepared at the first two years of mathematics as any college teacher.
2. He should be a teacher; high school teaching experience is helpful.
3. Professional experience, for me and my colleagues.
4. Continuing education is a must for a teacher - if not through research, then through coursework.

60. Two-year college teaching should be treated as a specialized area. Teaching at the Public School or Four-year College/University level is different. I know. I have had these experiences.

61. I would like to see a Gregg Methods Conference on campus. That conference or a similar workshop is absolutely the only thing that would interest me.

62. Instructors DO NEED courses and enlightenments on what's going on outside of their own little cubbyholes. Also, though, I think that ADMINISTRATORS should be required to keep up on the latest developments and changes in the two-year college for two years, but I'm already looking for a new job because I am SICK AND TIRED of seeing idea after idea and program after program defeated for utterly senseless reasons from utterly senseless administrators.

An alternative to tenure also needs to be worked out. It makes people too secure and lazy. They teach in a rut.

63. It would appear that Buffalo State is up to its well-known and long-practiced efforts at empire building. (i.e. feathering its nest with identities, programs, curricula which other units of the State University don't want, can't perform or are too ivory-towered to even consider.)

My question is -- where will Buffalo State recruit the kind of faculty that it ostensibly needs if it is to offer the kinds of courses and programs so broadly hinted at here in this questionnaire? Certainly the run-of-the-mill, iconoclastic, reading, research and publication-minded ivory tower resident that now so frequently inhabits the SUNY and SUCB groves of academe is eminently unsuited by nature, attitudes, values, preparation and experience to serve as instructors of junior college teachers! These Masters of posturing pretense, oracular frowns, holier-than-thou attitudes, patronizing comments and snooty putdowns are precisely what altogether too many of us have already been subjected to in the process of acquiring a hundred-odd hours of graduate study. God deliver us from any more of that! When you have a recruited or graduate faculty which has been properly parboiled in the caldron of junior college teaching experience (several years of it!), then (and not until then) get in touch with us again! Until then I suggest that you arrange for early retirement for as many of your administrators and full professors as possible!

64. It is my personal opinion that, in professional or technical courses, practical experience is much more essential than academic achievement. The ability to demonstrate how theory is applied in reality can only be developed properly through practical experience in a specific field.

65. I. My greatest need is in three areas:

1) Summer employment in an industrial setting related to my occupational discipline to make me more knowledgeable in my field and to keep me abreast of trends and developments -- related to college program for grad credit.

2) Need for joint participatory (see #34) seminars to discover more effective ways to update curriculum offerings and to attract students of all kinds to the technical occupations (assuming the need is present) including PR projects.

3) Workshops regarding 2) above -- pilot projects, research projects, data gathering.

II. There is a great need to educate college administrators and staff with the realities of the latter quarter of the 20th Century regarding community college goals, trends, systems, students and good marketing techniques!

66. Most of the English teachers at this campus are still trying to teach in the more traditional methods they themselves were exposed to in their undergraduate and graduate courses. We all need guidance in getting more materials organized and taught at the actual levels where all students begin.

67. It would seem that this survey is designed to determine whether a special curriculum should be designed for two-year college teachers in "education" almost on the high school model. What is needed, on the two-year level, is solid foundation in individual disciplines which would benefit the students rather than a lot of education courses.

What is needed, on the two-year level, is a program whereby an experienced teacher could earn some sort of a EdD., D.A., etc. which would take the individual's problems into consideration and give some credit for work experience at the junior college level. The average teacher is generally male, white, married, employed, over 30, etc., etc. - which would make it almost impossible under present rules to attain any sort of a doctorate. Some have, in desperation, either "purchased" such degrees at Essex, England, Padua, Italy, etc. or have either in good or bad conscience gone to unaccredited institutions, e.g. Lawrence, etc. It would seem a special doctoral program should be initiated for the Junior College teacher and administrator. Many have up to 200 credits, years of experience, etc. and are still either on the Bachelor's or Master's level. Others who have suffered the time, pain and expense have ended up bounced because of not being able to play departmental politics, inability to give up their salaries and jobs (especially now) to continue their work toward advanced degrees. This is what is really needed and not more "education" courses, per se; especially those taught by persons who have no experience in the junior college scene. The situation is further complicated by the fact that UB has a virtual monopoly on doctoral degrees from Rochester to Cleveland and Toronto to Pittsburgh.

68. Resident requirements for doctorate degrees make it extremely difficult to attain.

69. I would like to see <u>much</u> more freedom in the ability of two-year college instructors to enroll in four-year college courses which they would find useful in their particular teaching situations.

For example, I felt that a course in Parisitology, offered by BSUC, would have been very useful as preparation for a course I was to teach. However, when I tried to register for such a course, I was told that I would have to first apply to the Biology Department at BSUC and be accepted for a Master's degree program in Biology. Furthermore, the deadline for application was three months past! (This was very early May and the summer course listings had just been published.) It would seem that the four-year institutions are not making an adequate effort to service the needs of two-year instructors - who may want an enrichment program rather than a formal degree program.

70. I hope for the Criminal Justice curriculum to be expanded to the Master's level at SUCAB.

71. Best timing for course work is during summer vacation periods and these should be workshops on campuses of the two-year college.

72. Questions #24-27 - I agree that the ideas mentioned are good but the questions seem loaded. I don't feel I need a course to teach these things.
Questions #34-36 - I feel presently-offered courses in my own discipline are not useful.
Question #39 - I don't know what an "in-service" course is.

73. As a librarian, I am faced with finding materials suitable for the disadvantaged and/or slow and/or remedial student. I would like to have a workshop dealing with book and non-book materials that would be both useful to librarian and teacher. I am also interested in any remedial courses that may be offerd this coming semester (summer).

74. Of more benefit to both myself and my students as well as other faculty members in my department who have expressed the same ideas, would be the ability to obtain sabbatical leave to go out and work in offices where my students will later be applying what they learned here.

75. In any of the proposed courses, tuition should be waived or paid by the two-year college.

76. The questions from 25 on seemed loaded. I basically think there is a lot about teaching/students, etc. that I do not know but I am not convinced that these areas are things that can be taught in an education course. The implication in the questions was that they are teachable subjects. I would and do welcome the opportunity for discussions with my colleagues on many of these points.

77. I feel all people teaching at the two-year college level (and four-year) should have basic teacher training (methods, testing, etc.) as well as work experiences. These should be updated periodically.

78. Occupational training and updating are more essential than professional training (teaching) courses.

79. There is already a proliferation of meaningless courses that teachers take to accumulate credits for increased pay. More would be nonsensical.

80. This survey largely ignores the service staff of this college.

81. Buffalo State trying to establish system similar to secondary teaching on Junior College level - feel this is wrong - education courses a waste of time. Experience more valuable than methods courses. Shouldn't hire on basis of education preparation but on discipline area. More disciplinary courses offered (should be hlepful).

82. Question #39 - As long as these courses are voluntary.

83. I have attended some of the workshops when I was at Manpower and I found them very beneficial.
Necessary to emphasize individual instruction where teacher can design his own instructional units to fit the needs of the students.

84. The trouble with two-year colleges is that many of them are four-year college oriented and two-year college oriented.

85. My education background courses were not rigorous enough. If I were to take advantage of additional courses, I would expect them to be more rigorous.

86. Incorporate a faculty to handle students with problems (verbal, etc.), counseling problems, setting up curricula, identification of problems. Building a curriculum course linking both theory and practice.

Faculty needs direction or guidelines to implement their ideas - how to change institution from bottom-up without political confrontation.

Futuristics as apply to education - two-year institutions applications to future curricula.

Need for specific interdisciplinary courses (for example: sociologists who know about welfare programs, etc.) Need someone to help establish viable community service courses - how to plug in theories of community services into disciplines now teaching.

Courses are to be multidimensional theory and practice (would take these courses).

87. I had a Vocational-Technical program at State. Very rewarding experiences. Would be willing to continue this at State (upgrading). Willing to take a course every year or two.

In-service course helping faculty to communicate on an exchange of ideas would be helpful. Could be under another pretext but these courses tend to open up communication.

88. Any courses offered should pertain to one discipline.

89. I feel teacher preparation courses are bad - I don't know if training a person to teach at the two-year college level will help. A good teacher is an enthusiastic teacher - not his training.

90. The Doctorate of Arts approach with emphasis on teaching the discipline seems to me most appropriate for two-year college teachers.

91. Provision should be made for competent assessment of teaching skills and remedial courses be required for continued employment - when indicated.

92. I feel that the same preparation for the two-year college teacher should be the same for the four-year college teacher.

93. I feel that High School teaching experience is of great value to two-year college teachers.

94. There is a real need for work experience for community college teachers. The availability of sabbatical time just doesn't fill the need. It would be nice to have a work-study program for teachers in their own fields! The worth of my ten years teaching is no more valuable - less, maybe - than my three year's work experience.

95. I hope things improve the educational process. I hope it will change - even though I use behavioral objectives, I don't always have a way of checking.

96. 1) This should be coordinated through the region - for example, Brockport.
2) Academic knowledge is in subject area learned with intent to be taught, preceded by four-year college teachers is probably more important than a classical education program.
3) Four-year colleges need a philosphical change; first, need to work together, not four-year colleges as a big brother. Need good teachers at all levels.

97. Any in-service programs should be financed by the local institution such as SUNY or you are not going to get any population.

98. How about tuition waivers?

99. Since our salaries are not related to graduate hours earned, I would like to be able to enroll in graduate courses without payment of tuition. Otherwise, we assume the total cost of improving our effectiveness as instructors which, in turn, benefits our institutions and students but does not produce any tangible benefit to ourselves. I'm willing to put time into improving my teaching without receiving direct compensation, but not when it also costs me part of my income as well.

100. Would prefer an educational (teaching oriented) doctorate program or some other degree beyond the Masters with an emphasis in the major field of interest.

101. Grant tuition waivers
Re: New programs (#37, 38). The field is already crowded. Large numbers of new teachers without sufficient job openings will work to advantage of employers.

102. Any workshop for two-year college teachers should be planned and conducted with two-year college people serving as consultants, etc.

103. Under the present guidelines for "tuition waivers" (especially at SUNYAB), it is nearly impossible to obtain such financial aid; thus, I (and many others) lack the cost of tuition and incentive to further our education.
The cost of commuting (gas, babysitters, etc.) plus tuition and books has placed further education for me as a luxury item to be passed up temporarily. I would like to get an advanced degree in vocational education.

104. More to be done in the area of Career-Vocational Development.

105. Question #34 - Specific topics in Health Education must be completely new and/or innovative approaches.

106. I think a program at the doctoral level, allowing a student to devise his own program, would be a good thing.

107. These courses and workshops always sound good in theory but invariably turn out, in fact, to be deadly dull and useless. I don't know the answer but that is why I prefer to take courses out of either the sociology or education field. Education courses especially are uninteresting and boring.

108. I feel that a teacher that has not obtained a PhD. or PhD. level - should be attending classes in his or her discipline - for example, Biology not Education. After a person has satisfied this goal, he can relate it to strictly Education courses. Of course, this depends upon the individual's undergraduate training and present teaching success.

109. The questionnaire has many built-in biases in the "I need" and "I feel" sections. For that reason, the closest response to the questions 22-31 and 37-39 is at variance with my true needs and feelings.

110. Provide tuition waivers.
Provide instructor internships.
Cut out education crap courses.
Train teachers to master their discipline and not their textbooks.
Train teachers to set up end-of-course goals and rationales instead of only disjointed unit goals.
Train interdisciplinary teams.

111. Excuse the preponderance of Mildly Agree. I would strongly agree on all points if only:

1. I could be reasonably sure that my highly specialized skills would still be in demand in five, ten or twenty years from now. I have heavily invested in my education in time and money, yet with program retrenchment so common in every aspect on every campus, I would hate to throw more good money after bad.
2. I could feel that higher education courses completed successfully would never be used punitively against me were I retrenched and I were to seek employment elsewhere. Age and overqualification are two of a teacher's most serious job liabilities, an unbeatable team working against you. (Quotes from employment agencies.)
3. There were some sort of tuition waivers. In this age of future shock and changing student fads, I need as much economic advantage as I can get.

112. If you're thinking of starting new programs for two-year college teachers, forget it. There's no need because there aren't any jobs.

If you're thinking of sending retread education professors onto our campus, forget it. We alread have them.

We could use some solid professional courses taught on campus by top professors, especially the kind that will keep us up-to-date on our fields. Only the best will do on your program or it will sink. It may sink anyway because few people have enough time to attend classes.

113. 1) I prefer more time on learning and updating information in my field.
2) With my present student load (15 contact hours, 140-150 students), I am overwhelmed simply with keeping current with my courses.
3) Anything that would be short (one or two-day workshops) and practical (demonstrations, handouts, applications in small-group settings) would help me most.
4) While I am concerned with methods, I am more concerned with keeping up-to-date in Psychology and related disciplines and would even prefer a short indepth workshop on latest findings in psychology.

5) In other words, I am overwhelmed with my work as it is - only something furthering my skills directly would be worth my time. At present, I'm not interested in theories and abstractions and philosophies of education, interesting though they may be.
6) I could only take such courses, workshops, etc. with a tuition waiver. Would not think of enrolling otherwise!

114. I view this questionnaire as an attempt to find out which programs, or, if programs should be instituted to help develop two-year college teachers. I am still at a loss to determine what a good teacher is, and thus am not sure what programs should be offered. If there is an objective criteria for a good teacher, (i.e. what constitutes good teaching or effective learning) I would like to see it published some time.

115. Our educational system is not capturing the real interest of the students. We should find a way to start from a given area of interest of the student (in most cases, a work-study experience) and only open up options for more abstract studies.

116. In-service courses are regularly offered at our College by SUC Brockport. When they are offered, they should be taught by people with community college (fulltime) teaching experience.

117. Because I've had no Education course. I might profit by some. I wouldn't want credit. I'd want them on campus. Perhaps courses on instruction on the two-year level. Don't want broad theory courses. Something on instruction techniques.

118. I hate these - they don't reflect true opinion. Needed at this level is release time to take these courses.

119. Buffalo State should begin degree preparation for Business Education teachers (students should be able to go to Buffalo State), graduate and undergraduate. Not enough business teachers available. Can get students from here if more information on Environmental Program. More informative for transfer for business areas (Caudell). Buffalo State center for community college teacher preparatory program.

120. I would like to express a disinterest in methods courses (traditional) taught at four-year colleges. I'm interested in methods courses - perhaps workshops - on site to help you deal with the problems you face concurrent with teaching responsibilities.

121. I think there are a lot of faculty here who would disagree about the role of this institution-college as opposed to a reclamation place for a second chance for people the system has given up on. Students don't know the role of this institution either. Some resent the others for being lazy or not work-oriented.

There is a feeling here that the administration is unresponsive to the needs of students and faculty.

Some program for administration is not a bad idea.

122. The major problem in teaching at a two-year college is time, not lack of ideas. Sometimes budgetary constraints also impinge, but never as much as time for the development and implementation of ideas.

123. I am quite interested in methods of individualizing instruction - making students as far as possible independent.

124. I'm looking for a good DBA progam in the Western New York area. I'm new this year, September 1973, and received my MBA in February, 1973.

125. I'm not really convinced that personnel at a university can pontificate about the problems and decisions that I must make each day. However, I do feel that articulation meetings/conferences are useful.

126. In an over-educated society, a great number of people desperately need gainful employment or at least purposeful employment of their talent. Make sure that you serve the needs of community college teachers, not your own individual psychological motives or vested interests of your professional specialty alone.

127. Need courses in discipline which would blend theory and practical application needed by community college instructors for evening courses, seminars and community workshops.

128. I think the intern program at the two-year college level is invaluable for the preparation of the two-year college teacher. As well as the utilization of faculty which are experienced by having worked at the two-year college level.

129. The free time I have now is almost non-existent; please leave me alone to use it as I wish.

Suggestions: We live in a "pecking order" society; beginning teachers need straight from the shoulder advice from experienced teachers on how to survive mean teachers and mean students.

P.S. My answers may be "offbeat" but mine are backed by almost 40 years of experience in teaching and industry - and you asked for my opinion.

130. In regard to what courses should be offered - personally, I would be most likely to take courses in my discipline or related fields. This does not mean that workshops on educational matters couldn't be helpful. My methods are more open-ended and geared to the individual than many of my colleagues and I don't feel the need to learn more about this method but perhaps some of them do.

The LAST thing that needs to be done is for a professor from Buffalo, who has never seen a community college, to explain to us how to teach at one. We are not totally isolated here.

Perhaps workshops on audio-visual, etc. (but we have a media staff on hand). I don't know.

I have heard that parttime graduate study is discouraged at the graduate schools within reach of here. This certainly makes it difficult for those of us who wish to keep up with new developments. Perhaps just opening up the already existing courses to us would help. Certainly, anythingheld on campus here would be convenient, but some of us would drive to Buffalo for a summer or evening course if there weren't discrimination against the "parttime" student.

131. I strongly feel that most graduate level courses in education (I have attended two big-name universities) represent the most uninteresting, useless and banal offerings in the world of academe!

132. Our geographical isolation coupled with the number of hours our work commitments entail makes commuting to a four-year school a hardship. In-service or in-house courses carrying graduate credit would be greatly appreciated.

133. My experiences with this sort of thing at SUNYAB were not good. I taught a course for a similar program. For my own part, I'll do my own self-development. I don't see a need for this sort of thing (training). I think rather potential teachers at this level should take courses in this academic area.

134. It would be nice if we could have in-service applied Math or Computer Science courses through short-term training. The applied Math would help me more but there are some of my colleagues who could use some Computer Science training.

135. It would be nice if you could consider offering some upper level courses to the community at large - e.g. Computer Science would attract lots of faculty here and many of the secondary Math teachers.

136. In my field, you can take someone with no formal educational experiences but with work experiences and some courses offered, they could make terrific teachers - the courses for these people are what's needed.

137. Questions #37 and 38 - At doctoral level also - mutually convenient for schools offering and potential students pursuing the doctoral degree.

138. Appreciate Buffalo State is concerned; hope something can be done.

139. 1) Greater articulation between two and four-year colleges (transfers).
2) Council organized between two and four-year schools in WNY to work on some of the problems of undergraduates who may have motivational difficulties and lack of skills (difficult to teach).
3) There are courses that we could teach here that Buffalo could give graduate credit for. Do a better job here.
   A. Nutrition
   B. Field Biology
   C. Bio-Chemistry
   D. Engineering
   E. Economics
   F. Mathematics
   (All Should Be Offered In Summer and Some Late Afternoon/Evening)
   Buffalo State give graduate credit - given under name B.S. but taught here.
4) Greater use of T.V. courses (video-taping). For example, send out to our school tapings from Buffalo as a courses offering.

140. One problem here is logistics. We are very isolated; there is nothing beyond MS at Fredonia so I would have to go to Buffalo for PhD. - most people here do have a MS already, so logistics is really a problem.

141. Most of the graduate courses I've taken at Brockport in PE have been a waste of time. I have little respect for the teaching ability of many of their professors.

142. My response to Questions 23, 24 and 25 is based on my experience as both teacher and student - that most so-called "professional education courses" are just nonsense and a total waste of time!

143. Would like to see courses offered at two-year colleges leading to Bachelor's degree that would be accepted by the State University system; teachers at two-year colleges find it difficult to further their education because of teaching commitments at night. With courses offered at the two-year colleges (where they teach), one might be able to fit a course into their teaching load.

144. If you continue to think of the two-year college as a different creature from the university, it will become different - a monster offspring of high school.

145. A lot of what you seem concerned with (and I might add admirably so) is largely a matter of:

1. Motivation of indivudual teachers.
2. Encouragement of administration (without being purely pushy - you'll always get teachers saying, "They're not going to tell me I have to take this course!").
3. Atypical education courses - I wish the few education courses I'd taken over the years were as exciting and as much fun as some of my Biology courses; one was interesting, the other was a mixture of drivel and rot.
4. TIME, TIME, TIME.

146. My area is very specialized and I don't believe that your plan could offer such training. Knowing my subject matter is more important than my being an "outstanding teacher". I can't deal very much with theory; the results have to be there or the area employers ignore the graduating students.

147. We are not talking about two completely different programs unless we have separated career-oriented two-year terminal programs from four-year college programs.

The two-year college should cover a wider scope of individuals desiring more education.

1. continuing education - non-college course
2. career programs
3. college courses

. Teaching techniques will differ for 1. and 2. as opposed to 3.

Do you feel teachers in four-year colleges need education courses? I would be interested in seeing an education course with some value.

148. I really feel that a Master teacher should have the maturity to continue his own growth and select his own path. We don't need more "canned" courses!

149. Why no neutral answers?

150. Time of offerings and location of utmost importance.

151. Two-year colleges need faculty prepared at the Master's and Doctoral levels.

There seems to be a surplus of the above in many areas (excepting health areas).

I would encourage continued effort to develop graduate programs in all of the health sciences. Programs might include comparative course in philosophy, objectives, organization and student composition for both two and four-year programs.

152. Transportation should be made available if courses are to be offered in the Buffalo area.

153. Such a program cannot be the same educational bullshit that is traditionally dished out in teaching programs.

It must be taught largely by good teachers of subject matter other than education.

If an education professor can walk on water and raise the dead, I would consider allowing him in the program.

But I will not tolerate another idiot preaching with the verve of a True Believer the latest educational theory or fashion. I've seen too many of them come and go. Keep it practical, down to earth for a change.

154. People like myself who are subject-matter prepared and oriented would do well to broaden their experiences. I feel that oftentimes I am disappointed at Administrative decisions at the collegewide level because I do not have the understanding of their decision-making machinery.

155. I would value the compilation of data reflecting the results of this questionnaire.

156. What do you see as the essential difference between a two-year and a four-year science teacher? Perhaps the opportunity to do research and publish?

157. Definite need for a Doctorate in Education which would include subject matter in a particular discipline in a broad sense rather than the typical degree which leads to specialization in a narrow area. For example, as a teacher in Mathematics, it is more important at the two-year college to have a broad appreciation of Mathematics and related courses in Science, Tests and Measurement, Psychology of Learning, Computer and Sociology.

158. God knows there is much anyone who pretends to be an instructor can learn. However, having been involved in education as a student and teacher for 21 years, I am skeptical about most material dispensed by educational "authorities". I know the free school scene; and, unfortunately, I see the economics of education interfering with the stated pieties, most of which I believe in. So I have a wide-ranging experience in the educational biz. But until educators have the courage to say to a person, "School isn't for you right now.", or "This is a needed skill, but only for this one company. Do you want to paint yourself into a corner?". That's when I'll say they're doing a complete, correct job.

159. I suspect an undertone of well regualted "required" education courses is the offering. Two and four-year institutions are identical in comparison of faculty where curriculum mesh - all students come from the same high schools and the artificial distinction regarding the characteristics of student bodies should not be fostered by "required courses for teaching at a community college" being taught at or by a four-year institution.

160. I have shouted from the rooftops since I have been here that in-service courses ought to be taught on campus in Education.

I would like very much to have my instructor take such courses here on campus.

161. Questions #25, 26, 27 and 28 seem to be needed by many of my colleagues. If I had confidence that courses on how to make teaching more sensitive and relevant to students would be offered, I would indeed enroll.

162. Perhaps I am being selfish and/or short sighted, but with approximately 120 students/semester and four preparations, I feel that a maximum amount of time must be spent on getting ready for my classes. To this end, I am much more interested in subject-related course work along the lines cited in #35.

Generally, I found Education courses (Curriculum Development, Techniques of Evaluation, etc.) helpful but boring and time-consuming. Often, I just don't have the time. I feel PRESSURD with course-related work.

Also, I feel that I adjust well to my students' needs; my teacher evaluations indicate this. But with the students, there are often times when they should be more concerned with relating to me and my methods.

163. Mildly bull.

164. Question #30 - I strongly agree. The faculty must know what the purpose of the two-year school is - what is our unique identity and how this purpose should relate to roles. What we don't need is a MS in community education. We don't need external certification. We need minimally courses in educational techniques.

165. Question #37, 38 - I do not believe that teaching in a two-year college is that different that there should be special attention in the training. If there is solid foundation in teaching methods and subject matter, it would be the individual's choice if he taught at that particular level.

166. Need experience plus educational background.

167. Training of a teacher while in college isn't as important as training while you are on the job.

168. Certificate or advanced degree by taking graduate courses on own discipline - other than Masters or Doctorate - as incentive recognition. In-service specifically for Mathematics teachers (also appropriate for high school teachers).
Publicize.

169. NEED:

Graduate degree program wholly designed by graduate candidates (subject to school limitations).

Like concept of Doctorate of Arts.

Like to see use of module basis for instruction - shorter periods of time.

Course designed for community college classroom teachers to create current awareness and understanding of administration - management practice - to develop empathy with administration - perspective.

Useful courses were:

Adult Psychology in the Classroom

Return to Education Institutions

170. Team advisement/counseling package in communications media to help faculty become better advisors. This could also apply to other areas - fine arts, music, etc.

Faculty exchange programs to show students and faculty equivalence of institutions and content at two and four-year level.

Seminars or or discussion groups between comparable faculty groups:

Expectations (topics): Research?, Competency?, Discipline? - Bring in high school teachers for socio-psychological discussions.

171. Small group workshops are helpful. So are AV utilization and program development (audio-tutorial).
In-service workshops for utilization of facilities presently available on campus - use of technical assistants.
Need for individualization of instruction.
Workshops for involvement rather than theory lecture.

172. Laboratory research is needed in the area of Chemistry as a prerequisite of teaching in this area. Colleges need students.

173. The idea of emphasis on teaching at community colleges is important. It is a different situation because it is a Teaching situation, not research-oriented.

174. I would like to see "Mother Institutions" stop looking down on community colleges as being inferior and full acceptance of all degree programs from community colleges by the "Mother Institution", so that graduates from community colleges do not have to take another 90 hours in order to attain a degree. I seems a shame that we have so-called "Mother Institutions" right at our back door, but we have to send our kids south, etc. so that all their credits will be accepted. (Buffalo State is O.K., but UB is very bad.)

PREDICTION: The day is coming when the first two years of college will be at a community college - upper divisions will be running upper levels, Masters and Doctorates.

175. Look at curricula. Check to see if they mesh - from both places.

176. Dr. of Arts program needed.

177. The kind of study that would be most valuable would be a mutual sharing on the part of instructors here at the college - a group of instructors pooling their experience in a systematic way resulting in new courses, new variations. But the academic work needs to be applied directly to what goes on in our classrooms. In short, we have to effectively hook it up with what our students need and can handle.

178. Given the amount of time community college faculty spend in the classroom and on committees, a program to update their skills and effectiveness in the classroom is much needed and warranted.

179. My own lack of education courses hasn't been a big liability as yet, but I can anticipate problems at another level of teaching responsibility and am hopeful that my courses in the Master's program will provide some answers.

I'm finding it difficult to make the transition from what might be expected of a four-year college student to the understanding of the abilities of a two-year student in an open Admissions College.

I'd like to know more about helping students with specific skill problems.

180. I feel that the best preparation is degree work within the area, followed by instructional techniques on an in-service basis . . . and continuing throughout one's entire career.

181. Why don't you send someone to this campus to talk to some of the faculty about this questionnaire?

How valid are those questions which require a qualifying answer?

182. Where the four-year schools can help us most, as I indicated in Item #34, is to provide the opportunity to refresh and update our subject area without being a degree candidate. An opportunity, e.g. to register on our audit basis would perhaps be a feasible way of doing this. This could not only provide content but increases faculty contacts in the disciplines, which are at present insufficient.

A full opening of library facilities to all faculty at all levels would also be of assistance.

183. I do not believe education courses in themselves contribute to teaching effectiveness. Other ways, industrial, etc., would be helpful in contributing.

184. Regarding: comments made throughout questionnaire.

I applaud this effort and suggest:

1) Refinement of questionnaire, allowing
2) Faculty input from two-year colleges.

185. I feel the need for (or at least interest in) courses relating to Mathematics teaching, Science courses for non-science people, use of AV materials in Mathematics, but I am not interested in wasting my time. I have no need for course credit and am not interested in driving out of the county. Please accept these as honest comments and not those of a negative old man.

186. Courses as formal credit do not seem adequate. I would see your fundtion as a workshop oriented center - on current issues and trends in community college education. Specialization in professional areas is essential beginning preparation for minors in techniques - of teaching and cognitive style adaptations.

187. The whole philosophy of the construction of the community college needs to be re-examined in the light of rapidly changing world conditions - not in terms of maintaining present institutional structures which seem to be to some degree dysfunctional.

188. So many questionnaires . . . . !
What follow-up . . . . ?

189. My current plans are to enroll in a Master's level course for teaching in associate degree nursing programs within the next two years.

190. Get educators out of education.

191. I feel that 2 year college teachers should hold at least a Master's degree in their major area. Any specialized course work dealing with 2 year college education should occur at the post-Master's degree level.

APPENDIX D-2

Administrators ' Responses to Open-ended Question No. 17.

1. Relevancy to current needs, etc.

2. New teaching techniques, new advances in their own techniques.

3. Testing evaluation techniques.

4. We need some avenue whereby some faculty can go and get some kind of credit for courses. Promotion and tenure committees look for credit.

5. Relevancy to technology - changes too fast.

6. Familiarity with current on-the-job business practices.

7. State of the Art technology.

8. The student-centered concept of learning as opposed to teaching techniques. We're into the psycho-social domain.

9. Techniques to get information to the students; we are humanistically-oriented here but in theory stage.

10. Appropriateness to theories of learning; differentiate what they feel; important to what's scholarly accepted.

11. They should know about effective education and teaching of cognitive skills.

12. We are looking for ways of utilizing group methods for counseling - ways other than one-to-one.

13. Lifelong learnings of knowledge as well as specific content.

14. Decision-making skills.

15. Relevance to objectives of students.

16. Keeping abreast of current needs, knowledge, technology. Constantly evaluating student and teacher effectiveness.

17. Evaluation of students in clinical situtations.

18. Keeping abreast of what changes in four-year institutions in physical education.

19. Need for current business practices.

20. Utilization of education.

21. Discipline of classroom behavior and response.

22. Experience in industry and business.

23. Learning how to modify their present course structures and methods.

24. Current needs, knowledge, technology.

25. Examination of goals.

26. Evaluation of students in clinical situations.

27. Management skills (by objectives, budgets).

28. Personal related matters.

29. Updating in current counseling approaches.

30. The need to mediate instruction.

31. Deepen understanding of psycho-social development of students.

32. The process of learning and its application to high-risk students.

33. Creative thought (how to provide situations and materials and instructional guidance to make it more effective).

34. Awareness of changes in career education - keeping abreast of developments.

35. Evaluation of new ideas.

36. Instructional knowledge in behavioral objectives. Theories of learning.

37. Work experience in technology and business.

38. Academic subjects.

39. Individualization of instruction.

40. Current trends, creativity and innovation.

41. Vocational, occupational education.

42. Knowledge and application of computers.

43. Flexibility in teaching styles.

44. Appropriateness to learning theory, personalizing instruction, review of instructional techniques associated with specific educational objectives.

45. Methods of instruction.

46. I would like to find a four-year college that will recognize the AAS degree so that we can get good technical people. Community college students still have to go out of state, e.g. go to Michigan State for Police Science.

47. More pragmatic forecasting on emerging careers in the 1970's.

48. Current needs-trends in health science.
49. Continued updating with industry.
50. Closed circuit television.
51. Relate teaching to student needs.
52. Understanding and applying learning principles.
53. Study skills.
54. Strengthen and support modern languages.
55. Literature courses needs bolstering.
56. Students don't respond to traditional offerings.
57. Understanding general education.
58. Future curriculum.
59. Systems approach to speech.
60. Understanding current interests of students.
61. Faculty needs humanizing.
62. Attitudes toward evaluation of students.
63. Understanding of individual learning.

APPENDIX D-3

Administrators ' Responses to Open-ended Question No. 18.

1. Constant work experience and reading current technical literature.
2. Industrial experience.
3. Courses (graduate level) closely related to current industrial practices. These should be partially taught by competent industry personnel.
4. Urging individual initiative to get service jobs and use of co-op plan with industry.
5. Lower work ratio so faculty can improve themselves. Summer courses.
6. In-service type of course or workshop.
7. Workshops or seminars in new teaching techniques.
8. Workshops, etc.
9. Intensive workshops, new people in decision-making positions.
10. Practical "how-to change my course or approach" type courses and workshops.
11. We need seed money to free up people with ideas; need consultants with experiences in implementing models, planning time.
12. Money, consultants, workshops, services, release time.
13. In-service education, more opportunity to take course credit.
14. More opportunity to utilize the techniques we have.
15. I'd like one or two percent of my budget for staff development, including release time, grants for faculty, travel funds.
16. In-service.
17. Changing the curriculum to relate to specific vocational programs.
18. Field work experiences.
19. Assistance in developing tools for this.
20. Conferences.
21. Seminars.
22. Stronger administration.
23. Higher personnel who agree to certain innovations or merit system.
24. Classroom courses.
25. Conferences.

26. Seminars

27. Evaluation of students.

28. Testing.

29. Measurement.

30. Hiring of personnel in specific fields.

31. In-service training.

32. Experimentation and proper documentation. Too many changes too rapidly without proper justification.

33. Courses in instructional technology.

34. Individual study.

35. Consultation.

36. Material and group projects.

37. Courses.

38. Media centers available.

39. Individual retooling.

40. Teacher training.

41. Cadet training.

42. Re-define traditional academic areas.

43. Release time for faculty to go to industry course work.

44. Seminars

45. Workshops.

46. In-service

47. Acquisition of new staff.
Re-training of some old staff.

48. The four-year colleges should accept the two-year students in regular programs. Four-year schools should take our Police Science students.

49. In-service training, instructional climate, encouraging and fostering change, making a feeling of security, video-taping.

50. In-service workshops.

51. In-service educational programs.

52. Seminars.

53. Workshops.

54. Funding of study skills programs.

55. Pre-teaching education courses in college.

56. Cooperating ventures with industry for faculty.

57. Test construction-content selection.

58. Reminder of professional responsibilities.

59. Regional/state/national consortiums to plot career needs in the near future.

APPENDIX D-4

Administrative Responses to Open-ended Question No 29

16. Remedial area is only now being 'come to grips with' - will find you have to deal with emotional attitudes and motivation as well as cognitive skills.

17. Selection of faculty will be based on philosophy of individual teachers - had to train them.

18. In structuring a program for two-year college instructors, I would favor a strong MS in a discipline with probably 9-12 hours in Education additionally would cover the student, possibly an internship, a methods course which dealt with instructional (i.e. behavioral objective) techniques. Some course in government and policy-making at two-year institution in order that they can handle committee responsibilities in curriculum relevance, academic standards, etc.

19. I'm wondering what the hidden agenda of this questionnaire is. I'm puzzled by the directions and restrictive nature of the questions. We have asked for upper division people to come here and set up courses and have had no response. Now I'm thinking because their enrollment is down, they (SUCB) might want to come and do things for us just to justify their own existence - make them feel useful.

20. Monies for workshops, etc., improve instruction, either have to send out people or bring people in to improve staff. Provide continued growth.

21. I'd be delighted to give seminars to people who are interested in two-year schools.

22. Articulation is a good idea but not so it's just another meeting we have to go to.

23. I'd be delighted to come up if I can be of any help.

24. It's a crappy questionnaire. Questions are not worded so as to result in reliable data.

25. I came from teaching in a four-year undergraduate and graduate school to a community college. More of education is taking place here.

26. We need articulation between two and four-year schools which is based less on paternalism and political mannering on the part of the "cooperating" four-year school, and more upon a spirit of genuine professional comradeship. The latter has occurred all too infrequently in my contacts with four-year faculty. I do not single SUCB out in this respect, however, and fully support your efforts to provide additional avenues for intercollege communication.

27. Question #28 - Articulation should concern itself with programs and curriculum.

1. Question value of offering masters degree in administration for two-year college, except for very beginning level entrants to specific areas of administration. For example, registration, financial aids, student activities.

1. We have the rapport - but we don't have enough four-year programs that are interesting to our students. Four-year schools offer a Bachelor's degree to our students but not in the technology that he's warmed up to.

2. Question #25 - We have an orientation course here - first ten weeks of school - guidance as to curriculum.
   The biggest problem we have is that specific training in agriculture is not available in the summer. That's what we need.

3. No graduate studies in Engineering technology - not yet stabilized.

4. We have trained most of our faculty in-service and putting a lot of money into it. In the theories on learning and how to implement strategies of learning. The emphasis in SUNY's on the performer (teacher), not on the learner (student).

5. Questions #27, 28 - This institution is developing two-on-two articulation and I would like to see more of those. We need specific programs.

6. Some questions leave out or don't reflect the philosophy of community college (certificate programs, etc.)

7. Our people are not going to get much out of traditional courses. We know where we should go; we need help implementing our ideas.
   Questions #25, 27, 28 - Our students do not feel welcomed at SUNY four-year schools. They feel they are thought of as FTE's.

8. University centers may be helpful for many of our faculty to keep abreast of their discipline. In terms of the actual teaching-learning process, I feel certain that we have more practical knowledge and concern than universities or four-year schools.

9. Need courses for updating, not for credit if you don't want credit. In-services are good.

10. Better articulation in terms of student transfer. I'm in a career program but if I see a good student, I'd like him to go on and accept it.

11. Consistent policies in upper division colleges.

12. Require industrial/business experience of all teachers. Get them back to reality.

13. I hope this report is not used for research. We would appreciate workshops on developing studies and variations of curriculum and realistic job counseling.

14. I'm not sure it's getting at major areas - not in my area.

15. Disenchanted with programs at four-year colleges to prepare people to go to two-year colleges. In English, they are completely out-of-touch with reality.

38. I believe articulation with the high schools would serve our students better than worrying about transfer programs and image-watching in the four-year institutions.

39. While I speak of professional responsibilities in terms of updating knowledges, we also need time to meet in collaboration within disciplines, rather than attending the "nothing" meetings mandated by administrators. We also need time to catch our breath.

2. Greater emphasis on teacher competencies should be placed on Seminars and Workshops (small, short-term, dynamic, intensive) for faculty already employed in two-year colleges.

3. Community Colleges - generally, except for specialized areas have significantly more qualified applicants for jobs than jobs available.

28. Any program along these lines would be too little, too late. Our institution has stabilized liberal arts going down in enrollment; career enrollment up - our need is not going to be in standard academic disciplines.

29. For co-workers in our department, we have more applicants than positions. So no need to recruit. If needed, we would send those we know who seem suitable to the Department Chairman, whose job it is to run the staff.

30. Having taught at both two and four-year schools, I haven't found all that much difference in the standards or students.

31. To be effective in teaching, a potential candidate should:
    a) have the equivalent of a BS in his subject area.
    b) be determined to be a good teacher.
    c) have a chance to develop his teaching skills in an on-the-job situation.

    Four-year schools can assist in this by:
    a) having meaningful undergraduate programs with good teachers available to schools.

    Specific course areas are not necessary.

32. We are going to have to develop techniques and support services to deal with non-traditional populations.

33. Annoyed at elitist attitude by university.

34. Involve faculty members in discussions that relate to decision-making. Counselors don't necessarily reflect reality. More discussion between faculty members. Need courses in social-psychology, framework of community college in terms of community, i.e. political posture between state and community. Community contacts and community relations-faculty.

35. Degree program in teaching at four-year colleges should also be considered. My preference is for strong academic subjects in education with limited training in education courses.

36. Contact should also exist between the two-year school and the community, industry, business, etc. There is more to a community college than generating potential juniors for a four-year school, as implied in these questions or comments.

37. What is needed, in my estimation, is more direct communication between divison chairmen to hash out the problems related to this. Course content and outlines are our particular problem right now as far as articulation is concerned.

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